1982-83

Governor Dummer Academy

GOVERNOR DUMMER ACADEMY

CATALOGUE 1982-1983

Two Hundred and Twenty Years

Byfield, Massachusetts 01922
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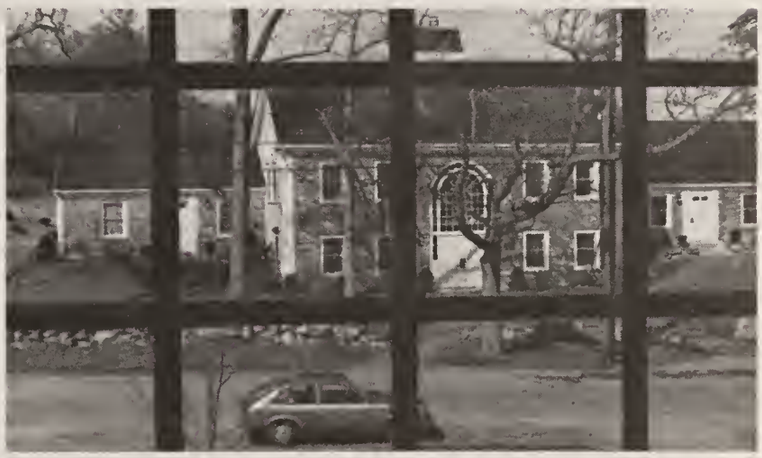
Calendar for School Year 1982-83

Opening Days	Monday, September 13 and Tuesday, September 14
School Holiday	Monday, October 11
Parents' Day	Saturday, October 30
School Holiday	Monday, November 1
Thanksgiving Vacation	Wednesday, November 24 Monday, November 29
Christmas Vacation	Friday, December 17 Tuesday, January 4
Mid-Year Exams	Tuesday, January 25 through Thursday, January 27
Winter Weekend	Thursday, January 27 Sunday, January 30
School Holiday	Monday, February 21
Spring Vacation	Tuesday, March 8 Tuesday, March 29
Final Exams	Monday, June 6 through Thursday, June 9
Commencement	Thursday, June 9 and Friday, June 10



AN INTRODUCTION TO GOVERNOR DUMMER

Established in 1763 under the will of colonial Lieutenant Governor William Dummer of the Massachusetts Bay Colony, in the 18th century alone the Academy produced some of the nation's earliest leaders in the church, the military, education, the law, and government — including sixteen members of the first Congresses of the United States. Over 219 years the school has expanded from the original Little Red Schoolhouse — still standing — to include more than two dozen classroom and administration buildings, dormitories, athletic and other facilities.

By centuries of tradition a college preparatory school, the Academy still sees its role as that — and far more. Chief among its goals are to encourage in its students self-discipline, confidence based on solid achievement, fulfillment through sensitivity to the rights of others, personal responsibility, and teamwork.

Relatively structured in its program, Governor Dummer focuses initially upon basic study skills and basic subject areas: the verbal and linguistic, the mathematical and scientific, and the historical. As her students progress through the school, the aim is to challenge and to teach them to think, to imagine, to analyze so that ultimately they may learn to cope in and to contribute constructively to a complex world. In working toward these ends the Academy recognizes as integral the roles of the spiritual, the arts and humanities, and athletics.

Life in the midst of the Governor Dummer community — students, faculty, administration, staff, maintenance crew, not to forget faculty children and the large population of faculty dogs — is an education in itself. Teamwork is the key.

Just south of Newburyport, a small coastal city replete with little old-fashioned shops and beautifully maintained homes of former ship captains, the village of Byfield comprises open country roads and fields, marshland, and the winding Parker and Mill Rivers. A bicycling or jogging student or faculty member is not an uncommon sight in the autumn or spring, nor is a cross-country skier on the narrows of the river in winter. The campus offers an attractive range of traditional New England architecture. Old farmhouses and cottages house students, as do large ivy-covered brick and clapboard halls. A boarding student may live in a tiny house with six classmates and one faculty dorm master, or in a dormitory with forty or so peers and several faculty families.

Warm early evenings may find informal lacrosse or frisbee activity on the lawn or relaxation with friends in the

student center. A day student who may commute from nearby Ipswich or Hamilton, or from across the border in New Hampshire, may stay late into the evening hours rehearsing for a play, attending a meeting of the community council, seeking special help from a teacher, or studying in the library. Afternoons may mean participation in the strong athletic tradition at the Academy or, for some older students, community service, drama, modern dance, or music.

The Governor Dummer Experience is not mere preparation for life, but life itself — a complex, dynamic challenge, sometimes fun, sometimes reflective, sometimes disappointing, sometimes exciting. It encourages responsibility; a sense of teamwork, of community; an acknowledgement of the merits of hard work; and a respect for the rights of others.

John W. Ragle
Headmaster

ACADEMIC PROGRAM

Governor Dummer is first and foremost an academic institution. The academic program, which is college preparatory in nature, covers the four years of high school, grades nine through twelve. Although the curriculum is designed primarily to insure that at least college requirements are met, each department offers other than standard courses designed to be of particular interest to particular students. In small classes which average out to thirteen students per section, close relationships are established between student and teacher and between student and student.

The school year is divided into four quarters. At the end of these marking periods, academic advisors send grades and reports to the homes of their advisees. At the same time the Director of Studies prepares and publishes lists of those freshmen and sophomores who have attained a high enough average to be excused from daily study hall and of those students who have attained academic distinction by making the honor roll. This is also a time when the Director of Studies must inform some students they have not met minimal academic achievement standards and are therefore subject to Academic Probation. Failure to meet the terms of Academic Probation (or the terms of summer make up work) may result in the student's having to withdraw from the Academy.

Each year the top ranking juniors and seniors are elected to the Cum Laude Society in recognition of outstanding scholarship.

The three main academic buildings are Parsons Schoolhouse which contains classrooms for foreign languages and mathematics, a language library, a study hall, a computer room, a dark room, and an art gallery; the Frost

Building which contains the main library of about 20,000 volumes, classrooms for English and history, an audio laboratory, a seminar room, a lecture room, and the archives; and the Schumann Science Center which contains lecture rooms, laboratories, a greenhouse, and other special facilities for general science, biology, chemistry, physics, and electronics. Classes in music, art, photography, and religion are held in special facilities in other campus buildings. Finally, the quaint old Noyes Library building has been restored to use as a seminar room for German courses and as a group meeting room.

ACADEMIC REQUIREMENTS FOR GRADUATION *

To receive a diploma, a student must successfully complete sixteen credits. Major courses are equivalent to one credit and minor courses are equivalent to one-half credit. Transcript and transfer credits require the approval of the Director of Studies. Repeated courses do not earn another credit, nor is credit given for the first year of study of a foreign language unless it is followed by subsequent courses in that language. In rare cases, exceptions to these specific requirements can be made only by the Director of Studies.

The curriculum is designed to meet the specifications for entrance to college. Therefore, course distribution requirements are fixed for all students. By graduation a student must fulfill distribution requirements in the following areas:

English — courses 1, 2, 3, and two English 4 semester courses.
Mathematics — courses 1, 2, and 3.
History — U.S. History and one course prior to U.S. History.
Foreign Language — courses 1 and 2 in any one language.
Science — Science I (if entered GDA at 9th grade) and one major lab science.
Fine Arts — Introduction to the Fine Arts in 9th grade and one minor course in art, music, or photography.
Religion — one minor course in grade 10, 11, or 12 (if entered GDA at 9th or 10th grade).
Speech — one minor public speaking course in grade 12.

In addition to four-year credit and distribution requirements, there are minimal credit requirements for each class. For the ninth grade, five and one-half credits are required; for the

tenth grade, four and one-half credits, although five are not unusual; for the eleventh grade, four credits, although four and one-half are normal and five are not unusual; for the twelfth grade, four and one-half credits, although five are not unusual.

Other constraints are placed upon seniors. They must pass all courses for the year regardless of total credits accumulated prior to the twelfth grade. Seniors may not drop or change courses after November 1, except under special circumstances when permission may be obtained from the Director of Studies to drop a course in excess of the four and one-half credit minimum and not part of the distribution requirement. Under no circumstances may a senior drop a course after midyear.

Mid-year and final examinations are part of most major courses.

With the agreement of their parents and the school, seniors may devote all or part of the spring to a project which may be academic or otherwise in nature. It may involve dropping some or all course work. It may mean living on or off campus.

** At this writing, changes in curricular format and diploma requirements are being considered which, if enacted, will apply to the Class of 1986 and subsequent classes beginning in September, 1983.*

COLLEGE ENTRANCE REQUIREMENTS

It is important for each student to keep college entrance requirements in mind when selecting courses, for in some instances, these requirements may exceed the Academy's graduation requirements. The *College Handbook* and the catalogues of the individual colleges are sources of information.

Since many colleges require candidates to take College Board Achievement Tests in three different areas (usually English, mathematics, and one of foreign language, history, or science) by January of the senior year, courses should be chosen with this in mind. Academy students normally take Achievement Tests on two dates: in May or June of the junior year, and in December or January of the senior year. A few sophomores find it advantageous to stand for one or two Achievement Tests upon completion of the appropriate course.

The Academy actively participates in the College Board Advanced Placement program through which students may earn college credit for satisfactory performances on the Advanced Placement Examinations administered each May; the credit is granted by the college in which the student enrolls. An increasing number of eleventh graders are opting to sit for one or two Advanced Placement exams, thus strengthening their college admission credentials. Though only two courses — Math 5 and United States History Honors — are specifically designed for an A.P. syllabus, courses offered in the normal curriculum prepare the student sufficiently (supplementary work is sometimes necessary) for exams in English, American and European history, French, German, Spanish, Latin, and studio art.

ENGLISH

The English Department recognizes that the development of critical reading and precise expression is central to each student's intellectual growth. Each student is encouraged to sharpen his mind through close, analytic consideration of worthwhile literature in each of the genres and to express thoughts orally in small, seminar-type classes. The skills of producing effective prose are learned only through the repeated act of writing and rewriting; therefore, each student is assigned many expository essays, their content based upon the reading and upon issues which students are facing or will soon face in their education and in their lives as responsible citizens. To help develop proper writing style and mechanics, each student will have a scheduled individual conference with his teacher every other week.

English 1 — 1 credit — 9th grade. Freshman English is designed to help the students develop sound, individual writing styles and gain confidence in their own evaluations of literature. The literature in the course is chronologically organized. Class time will be used to present the cultural background for this literature, emphasizing developments in art and music as well as giving students a sense of the daily life lived in the various historical periods. This overview will form the basis for literary study in subsequent years. Vocabulary drawn from the literature read during the year will be studied weekly; and this practice will also continue through a student's four years at Governor Dummer. Weekly compositions will give students practice in writing critical analyses, personal and creative essays, plays and poetry. Grammar will be studied prescriptively both through exercises and through correction and rewriting of student essays.

English 2 — 1 credit — 10th grade. The first quarter of Sophomore English will be devoted almost entirely to composition practice and development. Prescriptive work in grammar and punctuation will be combined with workshop techniques to encourage peer criticism, prewriting and rewriting. The form of the sentence, the paragraph and the essay will be studied in succession. Students will meet with their teachers for conferences every other week, a practice that will be continued throughout the junior and senior years. The systematic study of literary genres — poetry, short story, essay, drama and novel — will be undertakan during the remainder of the year. Weekly essays will be divided evenly in subject between personal expository essays and essays of a critical nature based on the literature in the course.

English 3 — 1 credit — 11th grade. The junior curriculum reviews the fundamental grammar and composition study of the sophomore year, but moves beyond it to a more sophisticated consideration of written form and style. Assigned reading carefully defines such archetypes as comedy, tragedy, romance, irony and satire; and it introduces longer and more complex examples of the genres studied in the sophomore year — poetry and fiction. Drama is examined for its theatrical as well as its literary value. Along with classical writings, a number of important literary works — *Huckleberry Finn, Walden, The Scarlet Letter, The Great Gatsby* and *Death of a Salesman* — are used to study literature and attitudes that seem peculiarly American.

English 4 — 12th grade. Senior English 4 is comprised of a selection of two semester length courses, one in the fall and one in the spring. Scheduling conflicts and over-subscription sometimes prohibit satisfying all student preferences.

English 4A-Fall — 1 half credit. NEW ENGLAND: THE COMMON THREAD. We will examine the unusually rich literature of our little corner of the country by authors born here as well as those "from away." In the process we will aim to define what is often called "The New England Mind." Readings may include poetry by Frost and Dickinson; Miller's *The Crucible*; short stories by Hawthorne; Wharton's *Ethan Frome*; a novel by Marquand, Cheever, or Updike; and non-fiction by Bradford, Edwards, and Emerson. In addition to regular writing assignments, each student will be required to do independent work on a New England topic which will be published in Volume Two of *The Dummer Spectator.*

English 4B-Fall — 1 half credit. BRITISH SATIRE AND PARODY. A study of some of England's important contributions to the literary form which holds man's follies, vices, and prejudices up to ridicule, hoping thereby to cure as well as entertain him. The following works will be read: Chaucer's *Canterbury Tales* (General Prologue, The Nun's Priest's Tale, The Wife of Bath's Prologue); Shakespeare's *Henry IV, Part I*; Wycherly's *The Country Wife*; Swift's *Gulliver's Travels*; Peacock's *Nightmare Abbey* or Austen's *Northanger Abbey*; Shaw's *Arms and the Man*; Waugh's *The Loved One*; and lyric poems by Donne, Marvell, Pope, Byron, Hardy, and T. S. Eliot.

English 4C-Fall — 1 half credit. THE LITERATURE OF OPPRESSION. Since the beginning of society, people have been both the causes and the victims of oppression. Writers have likewise been present to rail against this devastation of people by people, in South Africa, in Russia, in Chicago. We will study not only the literary expression of these writers but the ideas behind their work whether it deals with the barrens of Siberia, the Nazi concentration camp, or the fruit valleys of California. Works studied will include Gorki's *Lower Depths*, Steinbeck's *Grapes of Wrath*, Hansbury's *Raisin in the Sun*, Baldwin's *The Fire Next Time*, Kisinski's *The Painted Bird,* and others.

English 4D-Fall — 1 half credit. USA THROUGH FICTION AND POETRY. From the New England woods and hillsides of Robert Frost to Allen Ginsberg's "Supermarket in California," from the moment John Winthrop's crew set sail from Holland to America in the early seventeenth century until today, place has remained an active influence on our literature. In this course, we will take a literary sojourn through various regions of our country to explore the extent and nature of this influence. Some of the authors we will study include John Cheever, Robert Frost, William Faulkner, Kate Chopin, Hamlin Garland, John Steinbeck, and John Dos Passos.

English 4E-Fall — 1 half credit. LITERATURE AS MYTH AND VICE-VERSA. A wise man once said, "Our relation to paradox is a barometer of our enlightenment." In this course we will look at some books which vividly present and perhaps help us to relate to some of life's paradoxes. Included

will be such classics as *Moby Dick*, *Hamlet*, and *Trout Fishing in America*, plus works by Poe, Ephron, Plath, and Elkin.

English 4F-Spring — 1 half credit. CONTEMPORARY CLASSICS. *Moby Dick* by Herman Melville was recently voted by a panel of readers as one of the ten greatest books of all-time and as one of the ten most boring books of all-time. But was it considered a great book when it was first published in 1851? No; back then it was merely boring. It takes years, sometimes centuries, for many classic books to be recognized as such; but through this course you can study right now the books that will not be known as classics until your sons and daughters are in school, and maybe not even then. The course will focus on three never-remembered or quickly-forgotten, but nevertheless great, novels: *At Swim-Two-Birds* by Flann O'Brien, *Sometimes a Great Notion* by Ken Kesey, and *92 in the Shade* by Thomas McGuane. This reading will be supplemented with related shorter works by Wolfe, Sexton, and Forche, among others.

English 4G-Spring — 1 half credit. JOURNEYS AND QUESTS. Given that our nation has its wellsprings in an ideological quest, it is not surprising that the theme of the search (and, of necessity, of the journey inherent in it) is central to many of our great authors' works. In this course, we will study both poetry and prose of such authors as Walt Whitman, William Carlos Williams, Henry James, Saul Bellow, John Cheever, Flannery O'Connor, Ernest Hemingway, William Faulkner, and Allen Ginsberg to discover how variously the theme may be treated. Students will be expected to be familiar with Mark Twain's *The Adventures of Huckleberry Finn*, and to be prepared to do some independent work on novels outside the core curriculum as part of the course.

English 4H-Spring — 1 half credit. THE CRAFT OF DRAMATIC ART. Since the drama is a form of literature not really meant to to be treated as literature, it deserves specialized study. This course will examine dramatic literature in its true context — as performance material. We will trek back to the Greeks, and end up on the modern American stage, studying not just the playscripts themselves, but production, acting, culture — all those facets which make "a theater." Students will do detailed study of one particular scene. Writing assignments, like the entire course, will be production oriented. Dramas used in the course will include *Hedda Gabler*, *A Man for All Seasons, Othello,* Racine's *Phédre,* and Euripides' *Hippolytus*.

English 4I-Spring — 1 half credit. CREATIVE WRITING WORKSHOP. Although students will be asked to write, initially, in each major form — the poem, short story, drama, and essay — they will then be encouraged to work at length and in depth in one form of their own choosing. There will be three class meetings and one individual conference each week. At the end of the spring an anthology including the best of each student's writing will be published.

English 4J-Spring — 1 half credit. DEVELOPMENT OF THE BRITISH NOVEL. In this course we will deal with a relative newcomer on the literary scene, the novel. In particular, we will study British novels — from

those written in the late eighteenth century, when the novel was in its infancy, to those of the early twentieth century, when the limits of realism were explored. In the process, we will become acquainted with various kinds of novels — epistolary, Gothic, picaresque, and others. Readings will include works by Smollett, Austen, Dickens, Bronte, Hardy, Joyce, and Lawrence. In addition to regular written assignments, an independent project on related topics will be required of each student.

Honors English — 12th grade. Students receiving B or better in English 3 are eligible for the Honors English Seminar which meets for two hours in the evening every other week. Reading and papers in this course are prepared in addition to the regular English 4 work. The seminar is led by four different English Department members throughout the course of the year. It gives strong students the opportunity to work with students equally strong and to confront more challenging reading and writing assignments.

English as a Second Language — 1 credit. A course for foreign students taken in the student's first year at the Academy (and later, if necessary). The linguistics half is similar to Language Study; the other half of this course consists of instruction in a literature and composition program designed for students for whom English is a second language. This course is taken concurrently with an appropriate normal English course.

Language Study — 1 credit — 9th grade. This is a course for those needing additional work, as determined by the Academy, in writing mechanics with emphasis on grammar, rhetoric, and vocabulary.

Spelling — no credit. A short-term tutorial to bolster students throughout the school who are identified by faculty as having a particular need in this area.

For students requiring remedial work in reading and for students with severe spelling problems, tutoring can sometimes be arranged for an additional fee.

This year the Academy will offer an optional developmental reading and study-skills program to all its students. The course is designed to be helpful to every student, no matter what his present proficiency. All new students and interested returning students will be tested early in the fall to determine the level of each individual's reading skills, and parents will be informed then of their child's scores and given the opportunity to learn more about the program.

MATHEMATICS

As the Queen of the Sciences and one of man's mightiest intellectual achievements, mathematics stands at the heart of classical liberal education as well as serving an essential function in theoretical and applied science and technology. Increasingly, mathematics is becoming the familiar tool of business, medicine, and the social sciences. More and more college majors require concurrent study of mathematics.

The mathematics curriculum intends to develop competence in basic mathematical skills while exposing the student to the nature of the mathematical enterprise. Emphasis is placed on mathematical facts and concepts, the perception of patterns in space and numbers, logic and the development of proof, and the structure of mathematical systems. Nurturing disciplined thinking and precision in the use of language, the ability to arrive at valid generalizations and develop appropriate strategies is fostered.

Courses beyond those required prepare the student for pure and applied mathematics college programs as well as other disciplines relying on mathematics.

The school has a Wang 2200-T computer system with three separate stations, each with floppy disc or magtape storage and each with video output. These stations can access a ten-meg disc and a high-speed printer. The programming language BASIC is employed. The computer room is accessible to students every day between 8:00 a.m. and 10:00 p.m. All students in Math 2 are instructed in the rudiments of computer programming and the functions of each device comprising the system. The system is also used by the Math 4C section, and its use by students in other courses may be encouraged. Interested freshmen may get an early start in this adventure.

Math 1 — 1 credit — normally in 9th grade. Algebra I — a logical development of a first course in algebra emphasizing basic concepts, understanding, and fundamental skills. The course content includes the real number system, algebraic symbolism and its application (translating from English to mathematical language), graphs of linear relations, radicals, and the quadratic formula.

Math 2 — 1 credit — normally in 10th grade. Geometry — Euclidean and coordinate geometry in 2 and 3 dimensions. Emphasis is placed on clear and precise language and the construction and understanding of deductive proofs in an axiomatic system. A special three-week introduction to computer programming is included.

Math 3 — 1 credit — normally in 11th grade. Algebra II and Trigonometry — an intermediate course which redevelops the concepts of the first course and extends them to a more mature understanding of the ordered field properties; inequalities, polynomial, exponential, logarithmic, and trigonometric (circular) functions; conic sections; rational, real, and complex number systems; and graphing techniques. Students are prepared to take the Math Level I Achievement exam.

Math 3A — 1 credit. An honors section of Math 3, offering deeper coverage and introducing probability, requiring departmental recommendation. Students are likely to continue to Math 4A and/or Math 5.

Math 4C — 1 credit. A continuation

of the basic program developed in courses 1, 2, and 3. Additional topics are drawn from linear algebra, linear programming, and descriptive statistics. Emphasis is placed on modeling real world problems. The course is intended for students not following the traditional, predominant track (Math 4B) but for whom more mathematics will be useful in business and social science studies.

Math 4B — 1 credit. Pre-Calculus Mathematics — review and extension of material of the first three courses: algebraic structure and proof, the elementary functions, conic sections, matrices, sequences, the binomial theorem and mathematical induction, and elementary probability. The course is intended for students tending toward sciences or mathematics, or simply wishing to maximize their college major options. Students are prepared for mid-year Level I Achievement exam or end-of-year Level II.

Math 4A — 1 credit. Honors Pre-Calculus — one-half year devoted to probability and statistics; second half devoted to elementary functions, analysis, limit theory via sequences, and an introduction to the calculus of polynomials. Other topics reviewed as needed. Achievement exam preparation the same as Math 4B.

Math 5B — 1 credit. AB-level Advanced Placement Calculus — includes analytic geometry, limit theory and continuity (via sequences and ε-δ), differential and integral calculus of the elementary functions, geometric motivation and formalism, and applications to graphing and physical situations. Advanced Placement exam administered in mid-May. Level II Achievement exam. Math 4B or 4A prerequisite.

Math 5A — 1 half credit. Taken concurrently with Math 5B in preparation for the BC-level Advanced Placement Calculus exam; offered only if sufficient demand exists. Topics include a closer look at limit theory, continuity and convergence, power and Taylor series, elementary differential equations, methods of integration, approximation techniques, polars, vectors, and parametrics. Advanced Placement exam administered in mid-May. Achievement exam Level II. Math 4A prerequisite.

Notes:

1. At the start of the fall term all students in Math 2 and 3 will review and be tested in fundamentals of Algebra 1. Students with deficiencies will receive supplementary instruction; those with serious deficiencies will be placed back into Math 1.

2. It is possible to take more than one math course in a given year with the approval of the Advisor, the Department Chairman, and the Director of Studies.

3. Students completing the Math 1 - 3 requirement prior to the 11th grade must earn departmental approval on Level-I Achievement or enroll in Math 4.

4. Students who are aiming for engineering or business colleges or who wish to keep as many college major options open as possible will need to study four years of mathematics.

5. Placement in courses beyond Math 3 will be determined by the Department's recommendations.

HISTORY

History at the Academy is an exciting investigation of people moving through time, and the multitude of problems and promises that we are heir to. Each course in the History Department is designed to introduce the student to the heritage of our culture as well as cultures around the world. Recent additions to the curriculum in the social sciences focus on the political, economic, social, and ideological dimensions of mankind.

To stretch reasoning, to sharpen critical skills, to make contemporary events understandable, to comprehend the interrelatedness of our complex civilization are some of the basic reasons for studying in this Department. We view the offerings as a means to think, read, write, and speak analytically, often to study areas of man's experience never met before. Students learn in frequent discussions the value of interpretation, evaluation, and criticism. Our research projects encourage the effective use of primary sources and the library. We view our study as a universal one, giving each student the tools so necessary for effective analysis and interpretation.

The program at Governor Dummer contains a wide variety of options for every student. One history course must be taken prior to the required course in United States History.

Ancient History — 1 credit — 9th grade normally. This introductory course concentrates upon the study of the rise and fall of nations and civilizations. Its three-term sequence of study includes the early civilizations of the Near East, Ancient Greece, and Ancient Rome.

Modern European History — 1 credit — 10th grade. A survey course concerning the political, social, and economic development of Western Europe, including outside reading in novels, documents, and secondary sources in addition to the text. In discussion and research, emphasis will be upon interdependency and upon development from the French Revolution through the 19th and 20th centuries.

Asian History — 1 credit — 10th or 11th grade normally. A course designed primarily for underclassmen, this study emphasizes the two important civilizations of the Far East — China and Japan. A primary objective of this course is to have each participant understand the themes and trends which are discernible throughout each nation's history and which in turn aid in our understanding of each country today.

Russian Studies — 1 credit — 11th or 12th grade. This course stresses the political, social, and geographic factors in the development of modern Russia. Political thought, literature, and modernization are important themes throughout the study. Interpretative skills, understanding documentary sources, and research techniques are included in the course's approach.

Economics — 1 credit — 11th or 12th grade. This course includes a primary focus on Microeconomics and Macroeconomics with a strong emphasis upon practical applications to the American economy. Special study will analyze such themes as energy, population, inflation, natural resources, and productivity.

Near Eastern History — 1 credit — 11th or 12th grade. A survey course concerning the political, cultural, economic, and religious development

of the Near East, with emphasis on critical periods in the relationships between the East and Western Europe. Outside reading proposed in documents and secondary sources as well as from a text.

United States History (Honors) — 1 credit — 11th or 12th grade. This section will undertake a more intensive study of American History than do the regular sections, and the approach should be very suitable for students interested in taking either advanced placement or achievement tests at the end of the year. The course syllabus will emphasize readings from a number of authors in paperback, work with documents, exposure to American literature and analytical work in political, economic, constitutional, and social history of the United States. Admission to this section will be with departmental approval only.

United States History — 1 credit — 11th or 12th grade. Within the interesting chronological approach to our nation's heritage, this upper-level study emphasizes: the decision-making process as it is related to major events; the ideological and philosophical traditions of the country and the basic concepts and phenomena which have shaped political and economic policies. The three Position Papers for the course enable the student to make an in-depth analysis of a specific period using a combination of primary and secondary sources and his own interpretative skills.

Sociology and Psychology — 1 credit — 12th grade. This course explores the science of human interaction by first investigating several topics in Sociology, including cultural sociology, group behavior, social institutions, and social problems. In Psychology, the course will analyze normal growth and development, major personality theories, the unconscious, and self-discovery.

FOREIGN LANGUAGES

The Department of Languages offers full training in French, German, Spanish, and Latin.

In the modern languages, with the aim of teaching students to read, write, speak, and understand, all class work at all levels is conducted in the language under study. The main goal is to develop fluency at the "conscious" stage of language learning, i.e., using the language slowly, applying the rules of grammar, reasoning various relationships, and, in effect, using the language creatively. It is hoped that in the advanced classes students will move to the "automatic" stage of language learning, i.e., using the language substantially like their mother tongue.

At all levels, culture and history are presented in order to develop an appreciation of the contributions of other civilizations.

The Academy has a modern cassette Audio Laboratory which is used in conjunction with modern language courses.

In Latin, in addition to grammar, vocabulary, and translation, some of the classics of Latin literature are read and examined.

The Department administers the Carroll-Sapon *Modern Language Aptitude Test* to all students in their Freshman and Sophomore years. This diagnostic test aids in the determination of language-related learning ability.

Satisfactory work at the third year level of a language permits a student to take the CEEB Achievement Test; more advanced work may lead to the Advanced Placement Examination if desired.

Two years of one language are required for graduation, but the Department recommends that students considering the major liberal arts colleges take at least three years of a foreign language.

The Department sponsors trips to foreign language plays and events in the area, and is happy to organize and chaperone trips abroad during school vacations when interest warrants.

With the completion of German II students of German are eligible to participate in GDA exchange program with the Gymnasium Am Heimgarten of Ahrensburg, West Germany. Students reside with local families, attend classes and special tutorials in German at the Gymnasium, and travel extensively through North Germany.

French I or II — 1 credit each. Basic communication skills, both oral and written, are developed. Essential grammar is presented and the student is introduced to the civilization of France and the French-speaking world. Beginning reading skills are developed and a collection of readings supplements the text.

French III — 1 credit. Work is continued on communication skills. The major periods of French history are presented, and the student is introduced to French literature.

French IV — 1 credit. An intensive review of grammar and verb forms is undertaken. Much attention is paid to the writing of short essays, reading and discussion of literary works, and translation.

French V — 1 credit. The course is much like French IV but with more independent work. Emphasis is placed on developing insight into literary problems and composition skills.

German I — 1 credit. Elementary grammar is introduced and skills in

speaking, writing, and translating are developed. The student becomes acquainted with the customs and culture of the four German-speaking nations. Also included is work with an elementary reader.

German II — 1 credit. The study of grammar is continued, but with greater emphasis placed upon writing and vocabulary development through the composition of short narratives based upon stories read in class. One short detective novel is also read.

German III — 1 credit. The study of grammar is completed, and the student concentrates on the expansion of his vocabulary and stylistic sophistication through the study of texts dealing with German literature and modern culture. Regular practice in conversation and composition solidify his active skills in the language.

German IV — 1 credit. German grammar is reviewed, but greatest attention is given to increasing overall command of the German language through weekly papers, oral presentations and discussions of current topics, and intensive study of works of modern German literature by authors such of Brecht, Dürrenmatt, Werfel, and Plenzdorf.

Spanish I or II — 1 credit each. Basic communication skills, both oral and written, are presented. Emphasis is placed on vocabulary building and grammar. Hispanic civilization and customs are introduced.

Spanish III — 1 credit. Work continues on communication skills. Literature is introduced. Class discussions and essay questions are based on readings about Spain and Latin America.

Spanish IV — 1 credit. Grammar and vocabulary are thoroughly reviewed. Essay writing is stressed. The works of Garcia Lorca and 20th century Spanish-American writers are read and discussed.

Latin I — 1 credit. Basic grammar and vocabulary are presented. Beginning reading and translation skills are developed.

Latin II — 1 credit. The presentation of grammar is completed and students develop their translation skills by reading about Hercules and Jason and the Argonauts. Selections are then read from Julius Caesar (prose), Ovid (poetry), and Plautus (comic theater).

Latin III — 1 credit. A brief but intensive review of grammar is undertaken. The politics of Cicero's Rome are studied through his speeches against Catiline, and Greek and Roman philosophy is presented through Cicero's *de Senectute*. A section on Ovid serves as an introduction to the fourth year.

Latin IV — 1 credit. Books I, II, IV, and VI of Vergil's *Aeneid* are read in preparation for the Advanced Placement exam (exam not required). A proficiency in translation is expected; critical analysis is stressed. The works of Horace, Catullus, and Martial are touched upon as a brief introduction to further Latin.

Latin V — 1 credit. Lyric poetry — Horace and Catullus. One other author is read in detail, the choice depending on the class needs.

SCIENCE

The main objective of the science department is to aid students in developing an appreciation for the scientific way of problem solving. Throughout the department students are encouraged through generous amounts of laboratory experience to develop an understanding of the empirical method as well as the role of rational thought and model building. Stress is laid on how theories and laws are developed rather than the accumulation of facts.

With the heavy orientation on discovery through laboratory work, students develop a sense of doing science rather than simply reading about an organized and static collection of knowledge. It is hoped that the students become aware of the vitality and continuing development of science as one of man's great intellectual achievements.

Although a student can achieve considerable depth in any one of the science fields offered, breadth by exposure to each of the three basic areas of chemistry, physics, and biology is encouraged.

Science I — 1 credit — required for all 9th graders. Keen observation, critical thinking, laboratory techniques, applied algebraic and graphing techniques, data interpretation, and error analysis are stressed in the first quarter Basic Skills unit. In the three following quarters introductions to physics, chemistry, and biology consider respectively behavior of liquids and gases, the structure of matter and chemical reactions, and the complimentarity of structure and function in living organisms.

Biology 1 — 1 credit. A hands-on approach to biology with emphasis on laboratory observation and experimentation, unity, interaction, and continuity of life. The student is introduced to the nature of science through biological models.

Biology 1A — 1 credit. An introductory survey course in biology emphasizing the continuity of life from a biochemical point of view. One year of chemistry is a prerequisite. (May not be taken in addition to Biology 1.)

Biology 2 — 1 credit — 12th grade. Biology and Physiology. A second year course dealing with bio-chemistry, plant and animal physiology, and evolution. Laboratory work includes the making of histological slides, bacteriology, and a study of the student's choice. Biology 1 prerequisite; not recommended as a sequel to Biology 1A.

Biology 3 — 1 credit — 11th or 12th grade. Ecology. A second year life science course based on the concept of the ecosystem. A traditional approach to ecology leads to in-depth consideration of selected environmental problems. Field work will allow students to characterize and compare wetland areas. The laboratory will focus on an analysis of an isolated ecosystem and the effects of environmental modification. Biology 1 or 1A is prerequisite; chemistry and mathematics background is beneficial.

Chemistry — 1 credit — 11th or 12th grade; 10th grade by permission of the department. A general introduction to chemical theory and laboratory procedures.

Advanced Chemistry — 1 half credit — 11th or 12th grade with permission of the department. A general review followed by projects or topics chosen by students and instructor.

Physics-PSSC — 1 credit — 11th grade. An honors course for students who aspire to the more selective colleges and plan to study science, mathematics, engineering, or other courses heavily dependent on a physics background. Students in this course should have strong mathematics skills. Advanced Physics is recommended as a follow-up in 12th grade.

Physics B — 1 credit — normally 12th grade. Designed for the student who is less certain of his interest in and need for the study of physics. The course will be less exploratory than the PSSC course and will afford the student more opportunity to practice his basic mathematics skills in repetitive problem solving.

Advanced Physics — 1 half credit — 12th grade with permission of department. A continuation of PSSC Physics considering electricity, magnetism, atomic structure, and angular momentum.

Electricity 1 — 1 half credit — 10th, 11th, or 12th grade. A basic course in DC and AC circuit theory and applications. Topics include resistive, capacitive, and inductive networks, power, magnetism, transformers, and original circuits and the use of instrumentation.

Electricity 2 — 1 half credit — 11th or 12th grade. A continuation of Electricity 1. Theory and applications of active devices such as diodes, transistors, and other semiconductors. The second semester includes an independent project selected by the student and instructor.

Notes:

1. Potential science majors and premed students who plan to study each of the three basic science courses are advised to follow the sequence: Chemistry, Physics, Biology 1A.
2. Engineering candidates should include both Chemistry and Physics in their programs; they should plan to take a College Board Achievement Exam in either one or both, along with Mathematics. It is further advised that they take Advanced Chemistry and/or Advanced Physics.
3. Full-credit science courses, except Science 1, meet 6 or 7 periods per week, including laboratory periods.

FINE ARTS

The impossibilities of today are the possibilities of tomorrow.

Charles Ives

Joy in looking and comprehending is nature's most beautiful gift.

Albert Einstein

It is the goal of the Fine Arts program at the Academy to provide the necessary education, guidance, and inspiration to allow each individual student to discover and pursue the creative process, which is an essential part of the complete education of the whole person.

In our society which is so filled with media and messages, our senses are bombarded by such diverse stimuli that a keen, intelligent, and educated eye is needed to discern the sometimes subtle differences between ancient and modern, between craft and art, between talent and genius, not to mention between good and bad. Such education will help initiate critical awareness; provide scientific, mathematical, and historical perspectives; and reinforce and develop self-discipline, perception, and self-expression.

Elective courses and activities are offered in dance, music, painting, photography, visual art, and drama. Approaches vary greatly due to the diversity of a dedicated and highly talented staff.

Introduction to the Fine Arts — 1 half credit. Required of all ninth graders. Students are introduced to the world of fine and performing arts through both historical studies and applied, creative experiences. The course considers choral work, cultural history, music, theatre and movement, and visual arts.

ART

Studio Art 1A — 1 half credit. This course is designed for the student who wishes to explore art and is curious to learn something about the creative process and his own imagination. Specific assignments will be given in which the student will explore self-expression in various media. Emphasis will be placed on three-dimensional drawing, basic color theory, design and graphic techniques, and three-dimensional design. Media will include pencil, block print, acrylic painting, silk screen, and clay. Student work will be shown in two annual student exhibits. Cost of supplies is approximately $60.

Studio Art 1B — 1 half credit. This is an intermediate art course for the more serious art student who wishes to explore further the media covered in Studio Art 1A. The first semester will emphasize drawing and painting; the second, graphics and sculpture, with attention to the College Board Advanced Placement requirements. Student work will be shown in the two annual student exhibits. Studio Art 1A and the instructor's permission, or audition by portfolio are prerequisites.

Advanced Studio Art — 1 credit. This course is for the seriously committed art student who is interested in fulfilling the College Board Advanced Placement requirements. Along with their studio work, students will be required to do readings from artists' essays, Arnheim's *Art and Visual Perception*, Rollo May's *The Courage to Create*, Herbert Read's *Art and Society,* and other related readings; occasional papers will be required, as will considerable independent work. Students will conceive and carry out their own independent program and projects. The first semester will be devoted to working with the human form with a life model; the second will consist of student projects in two different media, meeting with departmental approval. Normal prerequisites are Studio Art 1B and permission of the department.

Photography — 1 half credit — 10th, 11th, or 12th grade. A basic course in photographic techniques; including visual perception and expression, the camera, and darkroom skills. A 35 m.m. or 2½ format camera with light meter is required. Students show their work in exhibits in the Spring. There is a lab fee of $30, and students typically spend another $70 for personal supplies.

Art History — 1 half credit — 10th, 11th, or 12th grade. The purpose of the course is to cultivate art appreciation and to acquire a general knowledge of the chronological developments of Western Art in architecture, sculpture, and painting from the prehistoric to the present, including a segment on Islamic Art.

Independent Study — 1 half credit. Individual study in art or photography as arranged by the student in consultation with an advisor from the art department.

The Parsons Schoolhouse Gallery is complementary to the studio course, and professional artists are chosen to display a wide variety of media and style. A reception is held for each exhibit and affords the student an opportunity to meet artists and talk with them about their work. There are also three student exhibits each year: one presenting photography; one exhibiting drawings, prints, and watercolors; and one showing acrylics, collages, and sculpture.

MUSIC

The aim of a school music program should be to acquaint the student with as many of the aspects of music production as can be meaningfully absorbed. We try to provide an opportunity for the students to deal with musical composition, performance, and knowledgeable listening. The classroom courses in music theory, electronic music, and music history deal largely (though not exclusively) with composition and listening, whereas our performing groups, the jazz band, glee club, and chamber ensemble, provide opportunity for improving performance skills. Likewise, students who study privately have many opportunities for performance.

A student who is planning to continue music training after Governor Dummer would be wise to take each of the courses, as they deal in quite different specific areas, and having done so, should be able to understand the total processes of music.

The Music Department is staffed by highly qualified, conservatory-trained personnel, who are assisted by periodic visits from professional Boston and New York area musicians, offering both performances and interesting lectures.

Governor Dummer is endowed with exquisite pianos and excellent, well-equipped facilities located in Thompson Arts Center and throughout the campus. Arrangements have been made so that any student who wishes may rent any instrument.

Electronic Music Composition — 1 half credit — 10th, 11th, or 12th grade. Designed to allow the student to be creative in the world of sound. The electronic music studio is substantial, including a Moog synthesizer, digital sequencer, and two- and four-channel tape decks. A performance of student works is given in the spring. No musical or electronic background is required.

History of American Music — 1 half credit. This is a survey course tracing the development of American popular music including jazz, rock, folk, and Broadway musicals. The course covers music from the American Indian to the present, examining musical styles, composers, and performers through

influential classical music as well as extensive ear-training and music theory. No musical background is required, but it is helpful.

Music Theory — 1 credit — 10th, 11th, or 12th grade. Introduces the student to the basic elements of music through performance, composition, and improvization stressing contemporary, classical, jazz, and rock styles. The student is required to bring his instrument to class. The course is a combination of history, theory, and performance and, at the same time, provides the proper stimuli for accelerated individual progress while engaging in a team or "family" group endeavor. Intermediate fluency on an instrument and an audition are required for enrollment.

Independent Study in Music — 1 half credit. Primarily intended for advanced study in composition, electronic music, and history. While the course requires the permission of the Director of Music prior to June 1, any student is encouraged to apply if he has completed a music course in his area of interest.

Instrumental Music — all grades. Individual weekly lessons are available at $80 per quarter in all orchestral instruments, piano, organ, and voice. A half credit may be earned if lessons are accompanied by four practice sessions per week and by participation in one of the Academy's instrumental groups. The same option is available for voice lessons combined with practice and performance in the Glee Club.

Advanced Improvisational Workshop — 1 half credit — 10th, 11th, or 12th grade. A continuation of the theory workshop course with an emphasis on performance and on in-depth analysis of major jazz and rock styles. This course is particularly effective in the small, private school music curriculum, for it is ideally suited to a small ensemble, of any orchestration, and deals with the many aspects of jazz, the music that is so uniquely American. An audition and a previous theory course are prerequisites.

RELIGION

Religion A — 1 half credit — 10th, 11th, or 12th grade. "The Religious Dimension of Life" — 'At its heart, all theology is essentially autobiography!' Through the reading of others' life stories and the writing of the student's own, this course is designed to help the student reach an understanding of what "religion" is or may be to his or her life.

Religion O — 1 half credit — 10th, 11th, or 12th grade. Biblical Literature. This course will consider the major themes and stories of the Old Testament. It will deal with early Jewish history and theology. Connections will also be made between Old Testament and New Testament events and theology. Throughout the course, in addition to the Bible itself, other related books will be read and discussed.

Religion N — 1 half credit — 10th, 11th, or 12th grade. Biblical Literature. This course will consider the events and theology of the New Testament. It will deal with the life of the Jews and the development of the early church in the Mediterranean World. Connections will be made between Old Testament and New Testament events and theology. In addition to the Bible itself, other related books will be read and discussed.

Religion E — 1 half credit — 10th, 11th, or 12th grade. "Ethics and the Self" — a look at the decision-making process and its application to a variety of social and personal issues. Such issues as prejudice, poverty, death, personal identity, and values clarification will be dealt with. Papers on these topics will be required throughout the year.

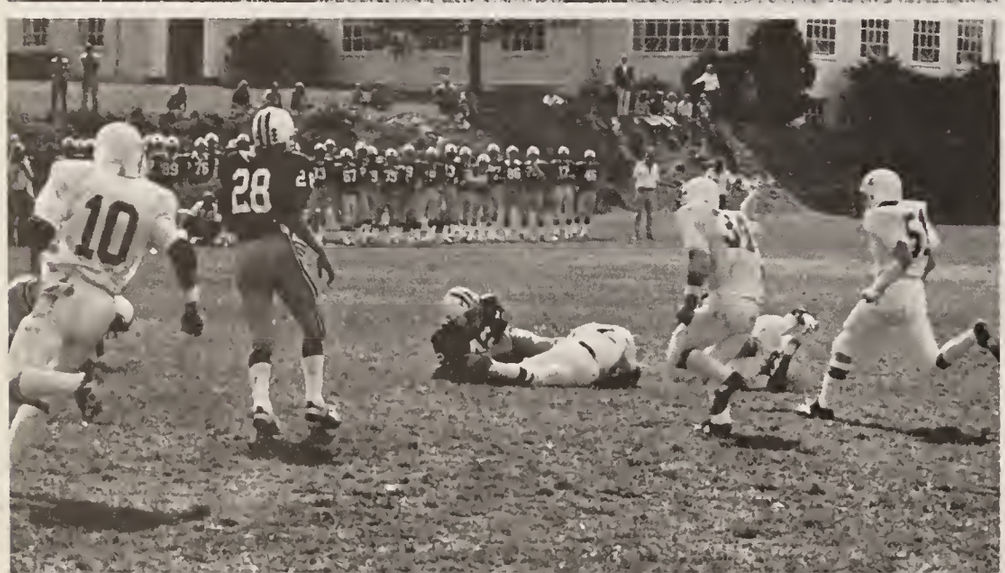
Independent Study — 1 half credit — requires consent of the instructor.

SPEECH

Speech — 1 half credit — Required for all seniors. A course designed to train students to think and to express themselves coherently and forcefully in front of an audience. Group critiques are part of the sessions.

ATHLETIC PROGRAM

Athletics play a major role in a Governor Dummer student's career. They provide one more way for the individual to establish respect for himself as well as for others. Regardless of which sport it is, each participant is pushed mentally and physically to attain goals never before reached. The importance of this program is reflected in that athletics is a part of the school commitment and not just an extracurricular activity.



Most students are involved in the interscholastic program, but intramurals and physical education are available for those who qualify. Each freshman and sophomore boy or girl is required to be a player on, or a manager of, a team that is involved in interscholastic competition during each of the three seasons. Junior boys or girls are required to be a player on, or a manager of, an interscholastic squad during at least one season. The requirement for each senior boy or girl is one season of either interscholastic or intramural athletics. The remaining two seasons would allow participation in interscholastic or intramural athletics, or free terms for upperclass students.

Of course not everyone is a great success in athletics, and for those upperclass students who do not wish to be involved on an interscholastic or an intramural team, a Free Term from Athletics is available. Free term projects are varied and they provide students with the opportunity to pursue special interests in such areas as

art, music, drama, and creative writing. Community service projects also fall under the Free Term from Athletics option. As the school strongly believes in some form of regular exercise, physical education classes are required for the students who elect a free term.

On weekends and in spare time, recreational golf, tennis, skating, and skiing are available in season. The gymnasium, wrestling, and weight rooms are available to students when teams are not using them. During the winter months, Sunday trips to various ski areas are organized under the supervision of a faculty member.

The Academy fields interscholastic teams in the following sports: for boys — football, soccer, basketball, hockey, wrestling, baseball, lacrosse, spring track, tennis; for girls — field hockey, soccer, basketball, volleyball, lacrosse, spring track, tennis; coed — cross-country, cross-country skiing, winter track, and golf. A coed intramural program is available for seniors in each of the three seasons; dance is also offered. Time and space can limit the number of participants in a given sport. Governor Dummer teams are well coached and reflect a spirit and enthusiasm that is characteristic of the school.

DRAMA

The Academy Players of Governor Dummer have put forth astounding energy and talent, especially in the last several years, and theatre promises to grow even better at GDA with over one-third of the students participating in some aspect of production here on campus. The Director of Drama directs the Fall show and the Winter show. Recent Autumn productions have included Agatha Christie's "Mousetrap," Friedrich Dürrenmatt's "The Visit," and the Broadway version of Bram Stoker's thriller "Dracula."

The Winter show, traditionally a musical (just the thing to lift the spirits in ice-bound February!) also makes use of a faculty member from the Music Department who acts as vocal and band director. Recent shows like "The Boyfriend," "Pippin," "The Best of Broadway," and "Godspell" have been an energetic burst of dramatic, vocal, dance, and instrumental talent.

The GDA Spring production is directed by a Senior — someone who has demonstrated interest, ability, and dedication to the theatre during his or her time at Governor Dummer. That Senior selects a show, a faculty advisor, a cast, and crew and maintains total responsibility for the production. Recent Spring offerings have been Tennessee Williams' "Glass Menagerie," Woody Allen's "Play It Again Sam," and original arrangements of classic one-acts with the theme "Love Through the Ages."

Rehearsals, until production week, happen in the afternoon. Principal actors and production crew members must, hence, receive an athletic-free-term in order to participate. Such full participation is usually more accessible, therefore, to Juniors and Seniors. But most students who want to be a part of the GDA theatre can do so — in acting, stagecraft, sound, makeup, publicity — wherever!

In addition to the three seasonal productions, students have the chance to use Activity Period, if they wish, to prepare smaller scale plays or readers' theatre. The Theatre of Newburyport and the Childrens' Theatre of Newburyport both enhance our program by their presence on campus, presenting public performances of their own shows and giving an occasional drama workshop for GDA students. The Academy is a member of the Inter-National Thespian Society.

COMMUNITY SERVICE

The Academy's Community Service Program provides volunteer aid to Newburyport area service agencies while broadening the student through educationally valuable experiences. Under the supervision of the program director, students may become involved in various activities in nearby communities including assisting at nursing homes and day care centers, working at the Y.W.C.A. pool, the Anna Jaques Hospital, local schools and museums, and public agencies. Through the Community Service Program, Governor Dummer Academy students thoroughly promote and organize the fall and spring Red Cross Bloodmobile drives. The program is open to a limited number of juniors and seniors for at most two terms a year and very often points the way to senior projects or, sometimes, to summer employment arising from the experience. Students are involved in the program in the afternoons after classes, Monday through Friday, with an occasional group meeting at GDA, which is a time for workshops, sharing experiences, or benefiting from guest lecturers.

DORMITORY LIFE

Dormitory life is a dimension of special importance in the life of the Governor Dummer student. As one dorm master pointed out, it is in the dorm that one really learns to study and to make friends and thus to mature both academically and socially. The dorm atmosphere at Governor Dummer is such that one may study whenever he wishes; at the same time, it is easy to enjoy friends and make new ones.

Each dorm has one or more dorm masters who live in the dorm and serve as faculty advisors for the residents. For underclassmen there are also resident senior proctors who are both student counsellors and just friends to hang around with. In all dorms evening study hours extend from 7:30 p.m. until breakfast the following morning. For freshmen, evening study hall which, as opposed to the more relaxed study hours, is reserved for study only, extends from 7:15-9:15 p.m. Sign-in time is at 9:45, and lights out is at 10:15. For sophomores, the same rules apply only the above times occur fifteen minutes later. Upperclassmen dorms have study hours from 7:30 until lights out, although juniors have study hall from 7:30-9:30. Sign-in time for upperclassmen is at 10:30 while lights out is at 11:00 for juniors and midnight for seniors. "Late lights" may be granted once or twice a week by the dorm master upon request of the student in order that he may finish academic work.

The dorm is a friendly and special place for the Governor Dummer student. In whatever shape or form, the dorm is the student's home base. There he may learn to organize himself in his own fashion, while having access to assistance from fellow students or faculty. Thus, along with his own sundry hobbies and activities, the student may grow in his academic work and in his relations with other people.

DAY STUDENTS

The number of day students at Governor Dummer has grown in the past decade, and this increase has been accompanied by an expanded role of the day student in school life. From the start of the first period at 8:00 a.m. until the finish of their after class commitments, which often end as late as 5:30 p.m., day students are expected to be on campus. Yet most day students find that their involvement in school life goes beyond the scope of classes and athletics. Drama, club meetings, social events, and simply talking with friends are often causes for day students to find themselves eating dinner on campus and staying into the evening. Since the majority of Governor Dummer's students are boarders, evening meetings of many school activities become both logical and necessary. Day students are not only welcome to participate in such club meetings but have come to play a vital role in these extracurricular activities. Day students are encouraged to meet with faculty during the evenings as well as during the morning conference periods, and many day students find the evening to be an opportune time to make use of the library and language lab facilities as well.

A day student's involvement in school life can be as minimal or as extensive as he makes it, for it is he who determines his role in the school.

STUDENT GOVERNMENT

Student leadership and government comes from two sources at the Academy: the Community Council and the Class Officers.

The Community Council represents the "community" as a whole and therefore includes voting student and faculty members along with a non-voting administrative liaison.

The Preamble of the student written Constitution and Bylaws perhaps best sums up the objectives and duties of the Council:

> This constitution is intended to establish a community organization . . . to serve as a link between the administration, the student body, and the faculty of GDA; to legitimize student opinion to the point of it being considered valuable by the school administration; . . . and to provide an opportunity for student leadership.

Within that role, the Community Council may make proposals to the Headmaster concerning school policy, rules, and administration. Further, the Council elects the student members to the Disciplinary Committee and the President and Vice-President of the Council are members of the Headmaster's Advisory Committee.

During the Spring Term, a school-wide election is held to choose a member of the Junior Class to serve as school president for the next school year. This individual will serve as President of the Community Council as well as the representative of the student body to faculty, trustees, and community.

The Class Officers work in the direction of school spirit and class activities.

RULES

First and foremost, Governor Dummer is a community, a group of diverse people in varying stages of development and maturity. So that the Academy can function effectively it is important that the students know clearly what is expected of them and what the consequences of their actions will be, both for themselves and for others. Given this understanding and guided also by the dictates of thoughtfulness, good taste, and consideration for others, the students will be free to make the most of their education.

Of the five major school rules, the Academy considers the honesty regulation to be the most significant. Complete integrity in all matters both personal and academic is expected of each student. The Academy will therefore in no way condone plagiarism, lying, and cheating. It should be noted that violations of the major rules are considered serious and could lead to dismissal from the Academy. The second major rule states that there will be no theft or vandalism of personal or school property; third, that visits by boys and girls to one anothers' dormitories shall be strictly within the conditions outlined in The Rule Book; fourth, that no boarding student shall be out of the dormitory between sign-in time and 6:00 a.m. without specific permission of the dormitory master, and that day students must be off campus during the same time; and fifth, that no student shall possess or use alcoholic beverages or drugs while under school authority nor return to school from any absence under the influence of alcohol or drugs. Only those students with written parental permission shall smoke and then in designated rooms or lounge areas.

The "climate" at the Academy is a function of the appearance and the attitudes of us all. It helps immeasur-

ably if we can take pride in one another. When there is a conflict between personal "life style" and the generally established standards of grooming and dress in the school community, students are asked to set aside personal preference in consideration of the interests of the community and the sensibilities of others. The Dress Code varies with the occasion. For everyday classes it is informal attire but not including dungarees and shirts with no collar. For more formal occasions, jackets and ties or dresses may be required.

COUNSELING

All faculty advise and counsel students. The nature of the problem will usually determine the identity of the person with whom students will work on their problems. For boarding students, the corridor master usually acts *in loco parentis* on everyday matters and, in addition, is the primary academic advisor to students on his corridor. Faculty not responsible for a dormitory are assigned as day student academic advisors. Faculty may refer particularly difficult academic questions to the Director of Studies.

The school also retains a professional counselor who supervises a group of faculty counselors and coordinates with the administration any mental health needs on campus. Students and their families are encouraged to use the services of the counselor for any personal questions or concerns. When necessary, arrangements are made for a student to meet with a counselor off campus. The counselor is available to faculty for consultation about their advisees. In addition, the school minister is available to provide guidance on spiritual and moral problems.

RELIGIOUS LIFE

For a decade and a half in the early years of the eighteenth century, William Dummer served as Lieutenant Governor of the Massachusetts Bay Colony. He served nearly half of that time carrying the full burden of administration because of the return of the crown-appointed Governors to England. A man of "strict integrity and warm benevolence," he provided for the establishment of his academy by the very first stipulation of his will. He named three friends as Trustees in that document: two of them ministers of the First Church of Boston, the third a solid citizen and gentleman farmer in the Town of Newbury. Further reflecting the Governor's intent, the Act of Incorporation in 1782 designated the endowment of the Academy to the purpose of "maintaining and supporting masters and teachers *for the promotion of piety and virtue;* and for the instruction of youth . . ."

In 1978 the Trustees of Governor Dummer reaffirmed "that the school is by charter, history, and intent a school within the Judeo-Christian tradition." "They further reaffirm their conviction that it is the responsibility of the Academy to provide for the spiritual as well as the intellectual and physical development of the students . . . Finally they recognize that the cultivation of the spirit should be pursued concurrently along a number of pathways."

Religion at Governor Dummer is, therefore, fostered through the life of the school community; the availability of weekly services or meetings for Protestant, Catholic, and Jewish students; voluntary religious discussion groups for various faiths, including a Bible Study group; bi-monthly convocations required of the whole school, students and faculty together, for programs focusing upon questions of religion and ethics; and, for students who have entered in the ninth or tenth grade, the requirement before graduation of a half-credit course in Religion.

HUMANITIES — ON CAMPUS

The humanities program on campus is what the students make of it. As it is totally voluntary and often run largely by students, the clubs, publications, and activities expand and contract according to student interest.

There are many opportunities for students to become involved in campus activities. Organizations are always looking for students who are willing to contribute some time and enthusiasm. Many students find their main problem is finding time to sandwich activities into a busy schedule of academics and sports. Determined students find time to publish the school newspaper (THE GOVERNOR), write computer programs, or present concerts of rock and jazz music.

The Friday evening program is primarily a showcase for student talents: Glee Club, chamber groups, Spring Term Project recitals, debates, talent show, Christmas concert. Supplementing this are presentations from off campus, for example, the Young Dance Company of America, film or slide lectures, and professional musicians.

Participation in activities such as the Glee Club, the Photography Club, the literary magazine (SPIRE), or the yearbook (THE MILESTONE), also increases the community feeling one develops at GDA. The size of the school encourages friendships which cross age lines. Seniors become friends with sophomores; teachers become real people. The shared satisfaction of climbing a mountain with the Outing Club or listening to applause after a successful play strengthens the group feeling of the people who made it happen.

The number of activities for students to experiment with is flexible. New opportunities open up as students become interested in different activities.

Aside from the clubs and organizations already mentioned, students may relax and express themselves through the Black Student Union, Bible Study, or Debating Club. The art room and shop are available during weekdays and on Saturday mornings. Music groups range from the Glee Club to chamber and jazz ensembles. Photography contests culminate in prizes and exhibitions. The facets of dramatic productions such as "Our Town," "You're a Good Man, Charlie Brown," and Arthur Miller's "Death of a Salesman" inspire diverse types of short-term commitment. THE GOVERNOR and THE MILESTONE use all sorts of business and advertising people as well as writers and photographers. The campus abounds with activities and entertainment in which students take part and enjoy the finished product.

HUMANITIES — OFF CAMPUS

Governor Dummer's proximity to Boston led to the development of the off-campus humanities program. Through trips sponsored by the program students are able to broaden their experience in the worlds of theater, music, and art. Boston has an active theater season, as well as the Boston Symphony Orchestra, the Museum of Science, the Fine Arts Museum, and many other institutions. The large number of colleges and universities provides the opportunity to see good amateur theater.

Every boarding student is required to attend at least three off-campus humanities trips per year, and day students are encouraged to attend. Recently students have seen "Sweeney Todd," "Elephant Man," "Oklahoma," the Peking Opera, "Death of a Salesman," "Annie," "Swan Lake," "Woman of the Year," and Seiji Ozawa conducting the Boston Symphony Orchestra.

Visits to the various museums of science and art are scheduled for rare free afternoons. This variety of cultural activities affords all students the opportunity for personal growth beyond academics and athletics.

WEEKENDS

School policy allows all "old" students in good standing unlimited Saturday weekends and some Friday weekends. New students will have limited Saturday and Friday weekends during their first fall term after which they become "old" students. Barring on-campus commitments, this plan enables a student to see friends at home, visit the home of another student, go skiing, spend the day in Boston — to get into the community at large. The short absence permission allows the student to be away from campus for a part of the day. The school reserves the right to restrict an individual to campus if his or her academic or disciplinary record is subject to question.

A committee to organize social events is very important at a boarding school such as Governor Dummer Academy. During the week there is not much time for planned social activities because of the full academic, athletic, and extracurricular schedule. However, the Social Committee does its best to plan weekend programs which will please the entire community. The Committee consists of one faculty advisor and a group of thirteen juniors and seniors selected by the student body. They meet frequently throughout the week and try to organize interesting events. Saturday night dances are very popular as well as such special events as Monte Carlo Night or the Talent Show. Other activities include coffee houses, exciting volleyball games, skating nights, trips to local fairs, and much more. If these do not interest a student, there are movies for those who prefer a quieter atmosphere. At times it seems an impossible task to satisfy everyone, but a real effort is made to arrange enough variety to make most people happy most of the time.

Weekends can also be a quiet time for pursuing a hobby or for just relaxing. On Saturday mornings students can be found in the art studio, in the wood and metal working shop, in the computer or photography rooms, or bicycling around the countryside. Some students do need the weekend for getting caught up in a particular subject, for extra studying for major tests, or for working on long papers. In sum, the weekend can be as busy or as free as one chooses.

EXPENSES

The school establishes its operating budget on the basis of enrollment of all students for the entire academic year. Therefore, no refund of tuition and fees paid, nor cancellation of such obligations will be made. In view of this obligation, the Tuition Refund Plan will be made available with the first tuition bill. This program will provide the opportunity to insure fees in the event of absence or separation according to the terms of the policy.

Over the four year period that a student may spend at the Academy, it is unlikely that tuition will remain fixed. Significant cost increases will inevitably necessitate tuition increases and/or special surcharges caused by unexpected changes in our economy.

BOARDING STUDENT EXPENSES

The current annual charge is $8,900 payable in installments of: $300 initial payment due May 1; $4,150 second payment due August 1; $4,450 third payment due December 1. Payment may be made through any one of the various bank or insurance company plans, details of which are available on request. This charge covers tuition, room and board; out-patient treatment at the infirmary and some additional infirmary expense; dormitory room furniture; use of library and laboratories with their equipment; athletic uniforms and helmets (not shoes); and other items.

DAY STUDENT EXPENSES

The current annual charge is $6,000 payable in installments of: $200 initial payment due May 1; $2,800 second payment due August 1; $3,000 third payment due December 1. It, too, may be paid through one of the commercial installment plans. The charge covers tuition, luncheons and occasional other meals, and the use of all facilities available to boarding students except residence in a dormitory or the infirmary.

ADDITIONAL EXPENSES

There will be various additional expenses which vary widely with individual students. Parents will be asked to establish with the school a deposit account of $150, against which students charge extra expenses, and to replenish the deposit account when it falls below $75. Such expenses may include some, though hardly all, of the following: books, school supplies, sweat suits, subscriptions to school publications, team photographs, club membership fees, College Board examination fees, transportation to and from Boston at vacation periods, optional bus trips, athletic footwear, hockey and lacrosse sticks and gloves. These expenses average to about $500 per year for boarding students and $275 for day students. A laundry service, offering the use of blankets and linens (including towels) as well as the cleaning of personal laundry and dry cleaning, is available through the school at $365 per school year.

ADMISSIONS

Governor Dummer seeks students for whom it believes it can do the most and who seem likely to contribute most to the school in one way or another. Evidence of good character and ability to do Governor Dummer work are the first requisites sought by the Admissions Committee. The Committee takes into consideration grades, test scores, recommendations, extracurricular abilities, interview impressions, and any other information available about the candidate.

Most new students enter Governor Dummer in the ninth and tenth grade years. There are a few places open each year for eleventh grade applicants.

In recent years the student body has numbered 335, including 200 boarding students and 135 day. The proportion of girls to boys in the school is about 1 to 2. It is likely that the numbers will remain approximately the same in the foreseeable future.

The school is interested in having boarding students from all sections of the country. There is no geographic limit to the area from which a day student may apply, with the understanding that the Academy does not furnish transportation.

Governor Dummer Academy admits students of any race, color, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational programs, and athletic and other school administered programs.

Admissions procedures are normally the filing of an application, *preliminary* if prior to December preceding the year of proposed admission, or *final* thereafter. A fee of $20 must accompany the final application. In addition, there are forms to be filled out by people at the candidate's current school. Either before or after application a visit to the Academy by *appointment* for a tour and interview is urged though not required. If distance makes it impractical for a candidate to visit the campus, the Admissions Office will try to arrange an interview with an academy representative elsewhere. The Secondary School Admission Tests, administered at centers throughout the world, are asked of all candidates. The SSAT will be given on five Saturdays in 1982-83: December 11, 1982; January 15, 1983; March 5, 1983; April 23, 1983; and June 18, 1983. On January 15 and April 23, 1983, the test will be administered in foreign countries as well as in the United States.

Governor Dummer will not issue formal acceptances for September 1983 until March 10, 1983. Places will be saved until April 10, 1983, for those accepted on March 10. In cases of later acceptance they will normally be saved for three weeks. A signed agreement and a $100 deposit, not returnable but credited against the first tuition payment, are required with enrollment.

SCHOLARSHIP AID

Insofar as possible we provide scholarship aid to deserving and well-qualified students. There is no set schedule of scholarships, the awards depending upon the strength of the student's qualifications and financial need. Parents applying for such aid are asked to fill out a School Scholarship Service form which will be sent if need for aid is appropriately indicated on the final application for admission. This form must be submitted each year, as scholarship awards are reviewed annually. Both boarding and day students may qualify for scholarship aid.

There is a special scholarship policy for day students from the Town of Newbury and the Byfield Parish. If need is indicated by the School Scholarship Service form and the student qualifies for admission, he or she will be awarded up to $1000 in scholarship aid. If aid beyond $1000 is needed, it must be earned in competition with other applicants from beyond the Town or Parish.

COLLEGE PLACEMENT

Governor Dummer students normally start thinking about their future plans about the middle of their junior year, since time and consideration are needed for intelligent planning about what follows graduation. Most Governor Dummer graduates go on to college even though a few will choose to stay out a year before entering and some will undertake other plans. During the spring of his or her junior year the student should look back on his whole secondary school career, evaluate his progress, try to determine his development and achievement as an individual and make some decisions about his or her direction in the near future. Realistic perspective about goals, ambitions, and projected future careers will now become important, and the college advising process is geared to help students acquire this knowledge as well as to give specific advice concerning college application.

At Governor Dummer most of the concerns of the College Office, which includes the Director of College Counseling, a college advisor, and a full-time secretary, deal with advising students and their parents about college plans. The process begins in the middle of the junior year with group meetings, individual conferences, and a planned "College Day" when college representatives speak to all juniors and their parents. Juniors must then begin to review a list of suggested college possibilities and should narrow the group down to a smaller number to visit. By the end of the junior year a student should be ready to spend some time during the summer visiting the colleges he or she feels most interested in, and to make sound judgments about the colleges he or she proposes to attend. The College Office urges every student to make judgments about colleges on the basis

of the maximum amount of personal knowledge he or she can acquire, mostly because college is going to take up the next four years of student life and give long-range career direction, but also because current costs of education are so high.

During the senior year many students will visit nearby colleges or revisit ones which hold special interest for them. In addition, many college representatives will visit Governor Dummer to talk to interested students about their institutions, alumni interviewers from a number of colleges will hold interviews on campus, and the seniors will complete the College Board testing which they began as juniors. The actual filing of applications begins in the fall of the senior year and is done at the direction of the College Office, although each senior is responsible for the handling and mailing of his or her own applications, unless the college directions require that all materials be mailed together.

As a student approaches the end of his or her career at Governor Dummer, he must look forward to making a new start in a different place or in a different educational institution. This new beginning is often the largest "break" from the student's immediate past experiences and family ties, and the Academy hopes that the years here have made it possible for the student to look ahead to new challenges with confidence in his knowledge and ability and with sound preparation for a successful change from secondary education to new educational perspective.

Colleges receiving three or more graduates from classes 1978-1981 are the following:

Bates	5	Middlebury	3
Boston University	6	Mt. Holyoke	4
Bowdoin	7	U. of New Hampshire	28
Brown	5	Northeastern	5
Clark	3	Northwestern	3
Colby	10	Ohio Wesleyan	5
Colby-Sawyer	4	Plymouth State	4
Cornell	9	Princeton	3
Dartmouth	5	Rensselaer Poly. Inst.	3
Denver	3	St. Lawrence	3
Franklin and Marshall	3	Simmons	3
Gettysburg	6	Skidmore	3
Hartwick	4	Syracuse	3
Harvard	4	Trinity	5
Hobart	7	Tufts	14
Ithaca	5	Tulane	3
Johns Hopkins	5	Union	5
Kenyon	3	U. of Vermont	3
Lake Forest	5	William Smith	3
U. of Massachusetts	9	Worcester Poly. Inst.	3

GEOGRAPHICAL DISTRIBUTION

For the school year 1981-82 the Academy enrolled 208 boarding students from 15 states and 6 foreign countries as follows:

California	6	New York	5
Colorado	1	Ohio	1
Connecticut	4	Rhode Island	1
Florida	2	Tennessee	1
Illinois	1		
Louisiana	1	Bermuda	1
Maine	8	Canada	1
Maryland	3	Denmark	1
Massachusetts	132	England	1
Mississippi	2	Iran	1
New Hampshire	33	Saudi Arabia	2

BOARD OF TRUSTEES

President	
Carl A. Pescosolido, Jr. '55	Exeter, California
Vice President	
Richard B. Osgood '53	Wenham
Secretary	
William B. Ardiff '55	Danvers
Treasurer	
Arnold S. Wood, Jr. '60	Swampscott
Frederick G. Crane, Jr.	Dalton
Shirley S. French	Andover
Stanley A. Hamel '45	Seabrook, New Hampshire
Edgar F. Kaiser, Jr. '61	Vancouver, B.C.
George D. Kirkham '51	Willoughby, Ohio
George E. McGregor, Jr. '51	Haverhill
Phebe S. Miner	Andover
Edward T. O'Dell, Sr.	Andover
William R. Plumer '53	Wellesley
David L. Powers '52	New London, New Hampshire
John W. Ragle	Byfield
Peter R. Remis '52	Swampscott
Frederick M. Smith, II '52	Dallas, Texas
Widgery Thomas, Jr. '43	South Freeport, Maine
Josiah H. Welch '47	Newburyport
Nathan N. Withington '58	Plymouth
Paul W. Wright	Lexington

ALUMNI TRUSTEES

Michael E. Hoover '71	New York, New York
Richard H. O'Leary '75	New York, New York
Michael A. Wellman '71	Columbia, South Carolina

TRUSTEES EMERITI

Morris P. Frost '35	Lake Park, Florida
Lispenard B. Phister	Newbury

FACULTY EMERITI

Edgar Daniel Dunning, 1930-1966	*Instructor in Mathematics and Business Manager Emeritus*
Thomas McClary Mercer, 1930-1969	*Instructor in English Emeritus*
A. Macdonald Murphy, 1931-1974	*Instructor in English Emeritus*
Howard Julius Navins, 1936-1977	*Instructor in Latin and Speech Emeritus*
Arthur Woodbury Sager, 1930-1969	*Instructor in Speech Emeritus*
Benjamin Johnson Stone, 1932-1975	*Dean of Faculty Emeritus*
John James Witherspoon, 1947-1980	*Instructor in History, Administration Emeritus*

ALUMNI EXECUTIVE COMMITTEE

Samuel S. Wakeman '61, President	Cohasset
Peter L. Navins '66, Vice President	Wayland
Fiona Harris Lubbock '75, Secretary	Marblehead
Donald S. Balser '64	Marblehead
Stephen C. Bartow '56	Cohasset
Theodore G. Bergmann '37	Pacific Palisades, California
Jami M. Bougas '78	Norton
Larry A. Coles '73	Providence, Rhode Island
J. David Crockett '54	San Francisco, California
John P. English '28	East Orleans
Tracie Ackerman Fornaro '77	Duxbury
David T. Goodhart '41	Wellesley Hills
K. Dodd Miles '54	Dallas, Texas
Daniel M. Morgan '67	Worcester
Howard J. Navins '31	Byfield
Richard H. O'Leary '75	New York, New York
Joseph J. Pietrafesa '77	Syracuse, New York
Peter R. Remis '52	Swampscott
William B. Whiting '59	Topsfield
Stuart D. Chase, ex officio	Newburyport
Richard N. Leavitt, ex officio	Byfield

FACULTY 1982-83

John Williams Ragle — *Headmaster*
University of Chicago 1943, S.B.;
Middlebury 1951, M.A.
Appointed September 1, 1972.

David Swydan Abusamra — *French, Spanish*
Holy Cross 1969, B.A.;
Middlebury 1970, M.A.
Appointed September, 1972.

Laurel Elizabeth Abusamra — *French*
Hollins 1969, B.A.;
Middlebury 1970, M.A.
Appointed September, 1972.

Robert Edward Anderson — *Director of Athletics, Biology*
Kenyon 1957, A.B.
Appointed September, 1957.

Pierre Nino Baratelli — *Department Chairman, Modern Languages; French; Director of Humanities Program*
University of Colorado 1956, B.A.;
1959, M.A.; University of Dijon;
University of Texas.
Appointed September, 1967.

Merrill G. Beckett — *Latin*
Bowdoin College 1977, A.B.
Appointed September, 1977.

Donald A. Champoux — *Business Manager*
Business College
Appointed January, 1974.

Stuart Davis Chase — *Director of Development*
Boston University 1964, B.S.
Appointed September, 1980.

Robert Scott Clagett — *Director of College Counseling, History*
Brown 1973, B.A.;
University of Kiel 1972.
Appointed January, 1973.

Elizabeth Blake Clark — *Girls' Athletics, English*
University of Denver 1972, B.A.
Appointed September, 1975.

Charlotte Dudley Cleghorn — *School Minister, Marshall B. Dalton Master in Religion and Ethics*
Bennett College 1969, A.A.;
Boston University 1971, B.A.;
Gordon-Conwell Theological Seminary, M. Rel. Ed.
Appointed September, 1979.

Robert Wilson Cole — *English*
Williams College 1977, B.A. — *On leave 1982-83*
Appointed September, 1979.

Robert Hobart Colgate — *Dean of Students, Mathematics*
Gettysburg 1969, B.A.;
University of New Hampshire 1980, M.Ed.
Appointed September, 1980.

Roberta W. Corcoran — *Studio Art*
University of Colorado 1959, B.A.;
Goddard College 1974, M.S.
Appointed September, 1982.

George Heberton Evans, III — *Mathematics*
Princeton 1949, A.B.
Appointed January, 1949.

Albert T. Finn, Jr. — *English*
Dartmouth College 1975, A.B.;
University of Michigan 1977, M.A.
Appointed September, 1979.

Thomas Joseph Foster — *Department Chairman, Mathematics*
Northeastern 1963, A.B.;
University of Massachusetts 1965, M.A.T.
Appointed September, 1976.

Neil M. Glickstein — *Biology*
Worcester Polytechnic Institute 1969, B.S.;
Northeastern University 1972, M. Ed.;
San Francisco State University 1977, M.A.
Appointed March, 1981.

A. Jeffrey Gosselin — *Mathematics*
University of Massachusetts 1968, B.A.;
Salem State 1973, M.Ed.
Appointed September, 1975.

Joanna Gould — *English, Language Study*
Cambridge University (England) 1960, B.A.;
1964, M.A.
Appointed September, 1977.

Paula Catherine Grillo — *Librarian*
Colby College 1971, B.A.;
Simmons College 1976, M.S.
Appointed September, 1979.

J. Douglas Guy — *German, Arts*
Indiana University 1972, B.A.;
Universität Hamburg, 1972;
Middlebury College 1979, M.A.
Appointed September, 1978.

Katherine Krall Guy — *French, Spanish*
Oberlin 1971, B.A.;
Tufts 1978, M.A.
Appointed September, 1977.

Barbara J. Haack — *Spanish*
Smith College 1958, B.A.
Appointed September, 1982.

Margaret Lorraine Hager, L/CSW — *Consultant, Counseling*
Mt. Mary College 1965, B.A.;
Loyola University 1967, M.S.W.
Appointed September, 1977.

Christopher Edward Harlow — *Assistant Headmaster, History*
Juniata College 1963, A.B.;
Rutgers 1966, M.A.
Appointed September, 1970.

Charles Stephen Harrington — *Assistant Director of Athletics; Mathematics, History*
Bowdoin 1972, B.A.
Appointed September, 1972.

Edith Pinckney Johnson — *Biology*
Middlebury 1948, A.B.;
University of New Hampshire 1969, M.S.
Appointed September, 1981.

Richard N. Leavitt — *Director of Studies, Mathematics*
Amherst 1964, A.B.;
Bowdoin 1971, M.A.
Appointed September, 1964.

Mary Ellen Letvinchuk — *Physical Education, Activities*
University of New Hampshire 1980, B.S.
Appointed September, 1980.

Ann C. Lowery — *Associate Director of Development*
St. Lawrence University 1982, B.A.
Appointed July, 1982

Richard Thompson Mechem — *English*
Harvard 1968, A.B.;
University of New Hampshire 1973, M.A.
Appointed September, 1973.

Stephen Carl Metz — *Chemistry*
Trinity 1972, B.S.;
Boston University 1976, M.A.
Appointed September, 1978.

Douglas Lee Miller '46 — *Department Chairman, Science; Physics, Speech*
Amherst 1950, A.B.
Appointed September, 1954.

Michael A. Moonves — *Director of Admissions, History*
Trinity 1966, B.A.
Appointed September, 1969.

David D. Moore — *Mathematics, Physics*
Northeastern 1966, A.B.;
Clarkson 1970, M.S.
Appointed September, 1980.

Joy Sawyer Mulligan — *English, Assistant to the Dean of Students*
Colby 1976, B.A.;
Bread Loaf School of English.
Appointed September, 1981.

Michael Kent Mulligan '71 — *History*
Middlebury 1975, B.A.;
Bread Loaf School of English.
Appointed September, 1977.

Dorothy Miller Ogden — *Associate Director of Admissions*
Allegheny
Appointed July, 1975.

Robert S. Reed — *Chemistry, Physics, Electricity*
Union College 1972, B.S.
Appointed September, 1979.

Carol Hawkins Rowe — *Mathematics*
Middlebury College 1955, B.A.;
Harvard University 1956, M.A.T.
Appointed September, 1979.

Wallace Hurtte Rowe, III — *Department Chairman, English*
Princeton University 1953, B.A.;
Harvard University 1956, M.A.T.;
Trinity College 1965, M.A.
Appointed September, 1979.

Edward J. Rybicki — *English*
Salem State 1971, B.S.;
1980, M.A.T.
Appointed September, 1977.

Julie Soloway — *Music Assistant*
Meredith 1975, B.M.;
New England Conservatory of Music 1978, M.M.
Appointed September, 1979.

William Hartley Sperry — *College Advisor, History*
Gettysburg 1950, A.B.;
Duke 1953, M.A.
Appointed September, 1954.

Christopher D. Stowens — *Co-ordinator for the Arts, Director of Music*
Colgate University 1972, B.A.;
New England Conservatory of Music 1979, M.A.
Appointed September, 1978.

Thomas Melvin Tindall — *History, Religion*
Dartmouth 1967, A.B.;
Union Theological Seminary 1971, M.Div.
Appointed September, 1973.

Lawrence J. Tretler — *English, Drama*
Adelphi University 1972, B.A.;
City University of New York 1973, M.A.;
Bowling Green State University 1976, Ph.D.
Appointed September, 1981.

Alexander Weld White — *Spanish*
Trinity 1967, B.A.; — *On leave 1982-83*
New York University 1972, M.A.
Appointed September, 1971.

David Michael Williams — *Department Chairman, History*
Franklin and Marshall 1950 A.B.;
University of Pennsylvania 1951, M.A.
Appointed September, 1951.

SPECIAL FACULTY

Bradford D. Clark '78	*Intern, Religion*
Frances C. Dowd	*Assistant Librarian*
Nancy E. Dudley	*Photography*
Beverly Ann Guarino	*Athletics*
Pattie T. Hall	*Director, Community Service Program*
Nancy Marculewicz	*Art*
J. Peter McDonnell	*Athletics*
Donna M. Roaf	*Dance*

SPECIAL STAFF

Martha Beasley	*Special Tutoring*
Elizabeth R. Cawley	*Publicity*
David M. Grant	*Machine Shop*
Mark Leighton	*Guitar*
Elizabeth Paszko	*Math Tutor*
Florence C. Pearson	*Violin*

STAFF

Marcia Bunke	*Annual Fund Secretary*
Rosemarie B. Carver	*Secretary to the Director of Studies*
Anita Chase	*Assistant to the Librarian*
Marilyn Diehl, R.N.	*Resident Nurse*
Irene Freeman	*Administrative Assistant to the Headmaster and Assistant Headmaster*
Ruth Gardner	*Assistant to the Librarian*
Frances Gurczak	*Receptionist*
Mary E. Hoover	*Secretary to the Director of College Counseling*
Sandra Keyes	*Secretary to the Director of Development*
H. Lester Kirkpatrick	*Buildings and Grounds Superintendent*
Sylvia B. Lunt	*Assistant to the Business Manager*
Edward B. Marsh, Jr., M.D.	*School Physician*
Priscilla O'Bryon	*Bookstore Manager*
Elizabeth C. Perkins	*Assistant Bookkeeper*
Marguerite A. Perry	*Secretary, Admissions Office*
Luceille Roaf	*Assistant to Bookstore Manager*
Marjorie J. Rouisse	*Bursar*
Joan C. Ryan	*Assistant Secretary*
Susan True	*Assistant Secretary*
Patricia G. Wall, R.N.	*Head Nurse*
Mary Wetherbee	*Assistant Secretary*
Ethel S. Whitney	*Secretary*

ROSTER OF STUDENTS
1982-83

SENIORS

Adams, Mary Gail, *Exeter, New Hampshire*
Adams, William D., *Andover*
Agger, David A., *Portland, Maine*
Aimone, James H., III, *Plymouth*
Aizenstark, Stanley G., *Montreal, Canada*
Appleton, Philip J., *Andover*
Barrett, D. Scott, *New Canaan, Connecticut*
Baum, Letty M., *Swampscott*
Bernier, James S., *Gloucester*
Borgman, John H., *Brawley, California*
Bradshaw, Sarah A., *Newburyport*
Breed, Sarah D., *Hampton Falls, New Hampshire*
Brown, Todd A., *Beverly*
Calder, Bartley H., Jr., *Pepperell*
Cawley, Alexander P., *West Newbury*
Chase, Douglass S., *Newburyport*
Cohen, Arthur H., *South Lawrence*
Cryts, Kevin P., *Reading*
Dow, David S., *Andover*
Ehrlich, Gregory M., *Swampscott*
Esmiol, Lily C., *South Hamilton*
Eveleth, Catherine E., *Camden, New York*
Fasciano, Karen M., *Reading*
Frangos, Christopher M., *Wenham*
Gibbs, Jonathan D., *Wenham*

Gilfeather, Michael S., *Wellesley*
Ginsberg, Christopher R., *Newburyport*
Gronberg, Karen A., *Chelmsford*
Halpern, Aaron L., *Newburyport*
Ham, Caleb S., *Hampton Falls, New Hampshire*
Hare, Frederick J., *West Falmouth*
Heasley, Heidi K., *East Kingston, New Hampshire*
Higgins, Elizabeth L., *Andover*
Hirshfield, Adam E., *Sudbury*
Hoffman, David S., *Andover*
Hoffman, W. Drew, *Andover*
Judson, Peter A., *New York, New York*
Kagan, Mark P., *Salem, New Hampshire*
Kemler, Elea J., *Newburyport*
Kinder, David H. *Kent, England*
Knight, Jeffrey L., *Newburyport*
Koffman, Laura J., *Andover*
Krause, Caroline S., *Ipswich*
Krukonis, Amy D., *Prides Crossing*
LaFleur, Andre P., *Los Angeles, California*
Laganas, Chris P., *Hampton, New Hampshire*
Lapham, Rebecca B., *Manchester*
Levensohn, Luc L., *Boston*
Lilly, Susan B., *Andover*
Macdonald, Frederic A., *Marblehead*
Malay, Thomas J., *Exeter, New Hampshire*
Martin, J. Elizabeth, *Magnolia*
McFaddin, Stephanie, *Los Angeles, California*
McLaughlin, Daniel P., *Cambridge*
Menyhart, Gregory H., *Cocoa Beach, Florida*
Morse, C. Herrick, *Rowley*
Nesbit, Christopher, *Manchester*
Nester, Laurianne, *Rowley*
Nicholson, Steven L., *Hampton Falls, New Hampshire*
O'Malley, Patricia A., *Haverhill*
Perry, Lisa A., *Hampton, New Hampshire*
Pierce, Timothy C., *Marblehead*
Quinn, Patricia E., *Boxford*
Richards, John D., *Gloucester*
Riehl, Rebecca H., *Andover*
Riley, Peter A., *Lynnfield*
Rose, James L., *Wenham*
Ross, Peter E., *Surry, New Hampshire*
Russo, Teresa R., *Newburyport*
Sanders, Elizabeth R., *Hampton, New Hampshire*
Schwartz, Danielle L., *Georgetown*
Shore, Cord M., *Newton*
Skaff, Gregory W., *Sudbury*
Sperry, Ann H., *Hampton, New Hampshire*
Stahl, John M., *Washington, D.C.*
Staley, Mark E., *Decatur, Illinois*
Stempler, Andrew P., *Wakefield*
Stetson, Wendy L., *St. Michaels, Maryland*
Stram, Richard E., *Rye Beach, New Hampshire*
Studley, Susan L., *Boxford*
Sullivan, Mark D., *Boxford*
Sullivan, Timothy K., *Sudbury*
Sylvain, John S., II, *Hampton, New Hampshire*
Towler, Susan J., *Hamilton*
Turner, Bruce C., *Marblehead*
Tyler, Page A., *Topsfield*
Walberg, Erika L., *Haverhill*
Wallent, Ernest M., Jr., *Wilmington*
Welch, Amy S., *Newburyport*
Whitney, Lori A., *Exeter, New Hampshire*
Williams, Hope A., *Beverly Farms*

JUNIORS

Adams, Kimberly N., *Andover*
Bartholomew, Paul A., *Amherst, New Hampshire*
Barton, John M., *Groveland*
Bowman, Joseph R., *Mattapan*
Breed, Amie P., *Hampton Falls, New Hampshire*
Brewer, Mark G., *Boxford*
Carlson, C. David, *Rockport*
Carothers, Matthew B., *Dover*
Cashin, Charles L., III, *Chelmsford*
Cuddy, Lawrence E., Jr., *Andover*
Cummings, John M., Jr., *Woods Hole*
Daley, Dorothy A., *Manchester*
Deller, Pierre *Quito, Ecuador*
DiModica, Michael D., *Groveland*
DiNanno, Joseph R., *Lynnfield*
Donaldson, D. James, *Ipswich*
D'Orazio, Kimberly J., *Danvers*
Dust, Thomas A., *New London, New Hampshire*
Edwards, Lance B., *Swampscott*
Engel, Brett E., *Rockport*
Feingold, Rachael F., *Boxford*
Finnon, Melissa A., *Manchester*
Friedman, Hugh R., *Brookline*
Giantis, John N., *Byfield*
Glazer, Stephen H., *Haverhill*
Gould, David E., *Newburyport*
Graf, Michael P., *Greenland, New Hampshire*
Grillo, Kimberlee J., *Newburyport*
Hagstrom, Alison K., *Gloucester*
Hanson, Elizabeth A., *Rowley*
Hennessey, Krista L., *Lynnfield*
Hurley, John M., *Brookline*
James, Kristin D., *Plaistow, New Hampshire*
Jasse, Jean, *Newburyport*
Johnson, Charlotte E., *Beverly*
Jones, Christopher C., *Wayland*
Kent, David O., *Chelmsford*
Kimball, Elizabeth G., *Newburyport*
King, William F., III, *Woolwich, Maine*
Lambert, Kathleen L., *Newburyport*
Lancaster, James C., *Portsmouth, New Hampshire*
Lawson, Dexter W., Jr., *Wenham*
Lazo, Jason L., *Topsfield*
Leary, Michael P., *Seabrook, New Hampshire*
Leavitt, N. Burke, *Byfield*
Liss, Ronald F., Jr., *Andover*
Long, Henry W., *Topsfield*

Lu, David P., *Tewksbury*
MacKenzie, Kristen L., *Acton*
Makowski, Thomas W., *Manchester*
Marculewicz, Stefan J., *Essex*
Marsh, Edward B., III, *Ipswich*
Marshall, Eric R., *Reading*
Maxey, Rhonda R., *Compton, California*
Miller, Frederick A., Jr., *Hampton Falls, New Hampshire*
Miller, John L., *Rye Beach, New Hampshire*
Norris, Jennifer E., *Marblehead*
O'Dell, Brian P., *Andover*
Pharaon, Jamil W., *Jeddah, Saudi Arabia*
Riley, Cathleen A., *Hampton, New Hampshire*
Rizza, Scott P., *Topsfield*
Romboletti, Christine I., *Hampton, New Hampshire*
Roy, Paul C., *West Newbury*
Schneiderman, Kara L., *Boxford*
Schulman, Joseph R., *Ft. Lauderdale, Florida*
Seward, Hilary R., *Beverly Farms*
Shula, Steven C., *West Newbury*
Smith, Roechelle L., *Compton, California*
Stephan, Mark D., *Topsfield*
Sullivan, Kathleen M., *Danvers*
Tallman, Gerald F., *Andover*
Taormina, Harry S., *Ipswich*
Tempel, William H., *Newbury*
Thomson, Gregory C., *Moultonboro, New Hampshire*
Tingle, Brent A., *North Hampton, New Hampshire*
Tung, David C., *Manchester, New Hampshire*
Tuthill, Elizabeth H., *Rowley*
Valhouli, Christos J., *Groveland*
Ventre, Frederick J., *Beverly*
Wallace, Jeffrey S., *North Andover*
Walsh, Amy A., *Boston*
Werner, Edward L., *Magnolia*

SOPHOMORES

Allen, Andrew H., *Palm Beach, Florida*
Ames, Nathalie E., *Chicago, Illinois*
Appleton, Katherine M., *Andover*
Arata, Steven D., *Wilton, Connecticut*
Armstrong, Benjamin C., *South Byfield*
Asadoorian, Elizabeth A., *Methuen*
Barrett, Stephen B., *Gloucester*
Bennett, Patrick A., *Durham, New Hampshire*
Berghager, Alexa, *Newbury*
Bertelsen, Elizabeth C., *South Hamilton*
Blatchford, Samuel T., *Wilton, Maine*
Bornstein, Steven M., *Marblehead*
Carlson, Daniel F., *Rockport*
Chance, Chris M., *East Falmouth*
Chase, Rebecca L., *Newburyport*
Cherot, Bevin K., *Westwood*
Church, Courtney, *Brookline*
Cloutier, Robert L., *Topsfield*
Collins, Daniel J., *Hampton, New Hampshire*
Condon, Peter D., *Atkinson, New Hampshire*
Daley, Dinah C., *Manchester*
Demeri, Lisa, *Georgetown*
DiNanno, Thomas G., *Lynnfield*
D'Orazio, Stephanie S., *Danvers*
D'Souza, Cheryl M., *Wenham*
Edelstein, Susan L., *Haverhill*
Fleming, Sean P., *North Hampton, New Hampshire*
Frangos, Diane M., *Wenham*
Friedman, Cory S., *Cape Elizabeth, Maine*
Fusco, Anthony P., *Rockport*
Galpern, Wendy R., *Marblehead*
Gardner, Jonathan A., *Andover*
Gardner, Stephanie L., *Andover*
Gately, Dennis P., *Groveland*
Gibbs, Andrew, *Wenham*
Ginsberg, Mark A., *Newburyport*
Goddard, Christopher A., *Wallingford, Connecticut*
Goldberg, Paula B., *Andover*
Gould, Jessica A., *Newburyport*
Grebe, David H., *Wenham*
Haack, Andrew P., *West Newbury*
Haack, Matthew M., *West Newbury*
Hasapidis, George P., *Pinehurst*
Hefford, Amy E., *North Reading*
Hill, Anna-Leigh P., *Ipswich*
Hooker, Joshua B., *Chestnut Hill*
Huffsmith, Melissa, *West Boxford*
Johnson, Nolden T., *Topsfield*
Kagan, Davis S., *Salem, New Hampshire*
Kaplan, Kate M., *Marblehead*
Kasarda, Serge B., *Ipswich*
Kelly, Jeffrey P., *Newburyport*
Kirk, J. Douglas, *Rockport*
Konovalchik, Alexander P., *Peabody*
Lazo, Meredith G., *Topsfield*
Leary, Timothy C., *Seabrook, New Hampshire*
Lessard, Robert P., *Hampton, New Hamphsire*
Mahoney, Sean, *North Hampton, New Hampshire*
Maxfield, Timothy R., *Andover*
McCarthy, Linda A., *Lynnfield*
Menyhart, Andrew W., *Cocoa Beach, Florida*
Moore, David A., *Byfield*
Nardone, Paul B., *Revere*
Nesbit, Jonathan, *Manchester*
Newman, Barry D., *Haverhill*
Nichols, Scott J., *North Andover*
Osgood, Alexandra F., *Wenham*
Pappas, John N., *Cape Elizabeth, Maine*
Pharaon, Basem W., *Jeddah, Saudi Arabia*
Pollock, W. Quinn, *Manchester*
Quimby, Peter H., *Whitesboro, New York*
Redgate, Michael H., *Andover*
Royster, Michelle L., *Dorchester*
Russo, Katrina M., *Newburyport*
Sanders, Jonathan L., *Hampton, New Hampshire*
Scribner, Curtis M., Jr., *Yarmouth, Maine*
Shain, Jonathan B., *Haverhill*
Smith, Jeanne M., *Reading*

Soule, Sarah E., *Andover*
Starensier, David L., *Andover*
Stewart, Mark W., *Topsfield*
Stram, Donna M., *Rye Beach, New Hampshire*
Taft, Jeffrey P., *Haverhill*
Tagg, Albert James, Jr., *Hampton Falls, New Hampshire*
Terrile, Michael J., *Haverhill*
Thompson, Alvin B., *Cambridge*
Turner, Robert S., *Wellesley Hills*
Twomey, Jill A., *Lynnfield*
Underhill, Blake B., *Duxbury*
Vandal, Kelly A., *Groveland*
Warden, Gregory C., *Wenham*
Webber, Andrew B., *Antrim, New Hampshire*
Wellington, Sarah P., *Riverside, Connecticut*

FRESHMEN

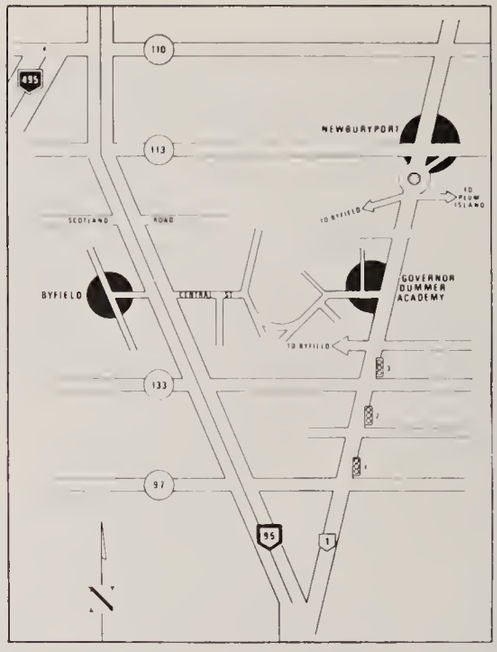
Bailly, John B., *Boxford*
Bostwick, Pamela E., *East Falmouth*
Breiseth, Steven J., *Hampton Falls, New Hampshire*
Carey, Kimberly A., *Rye, New Hampshire*
Curry, Tanya M., *Peabody*
Davis, Michael A., *Devonshire, Bermuda*
Delaney, Paul F., *Rye, New Hampshire*
DeLena, Robert C., *Revere*
Donaldson, Marie E., *Ipswich*
Diehl, Elizabeth A., *Byfield*
Eaton, Andrew M., *Newton Junction, New Hampshire*
Dur, Hedi J., *Newbury*
Feingold, Justin D., *Boxford*
Flagg, Kirsten, *Newburyport*
Friedman, Greg S., *Cape Elizabeth, Maine*
Gage, Susan G., *Exeter, New Hampshire*
Glesmann, Jennifer, *Boxford*
Golden, Kelly, *Gloucester*
Greenstein, David M., *Marblehead*
Hackett, Elizabeth A., *Newfields, New Hampshire*
Harris, Gregory S., *North Hampton, New Hampshire*
Heasley, D. Cressler, Jr., *Kensington, New Hampshire*
Hunt, Vanessa S., *Tewksbury*
Jasse, Michael A., *Topsfield*
Katsapetses, Jason T., *Georgetown*
Kneissler, Adam C., *Boxford*
Konovalchik, Christopher A., *Peabody*
Krasnakevich, Victoria M., *Manchester*
Krukonis, Eric S., *Prides Crossing*
Kutrubes, Stefan P., *Peabody*
Lapham, Henry G., Jr., *Manchester*
Leonard, Sean F., *Hampton, New Hampshire*
Liss, George H., *Andover*
Longstreet, Gary O., *Rye Beach, New Hampshire*
Marculewicz, Alexandra, *Essex*
Marden, Elysa D., *Andover*
McCarthy, George J., *Boxford*
McCullom, Patrick W., *North Andover*
Menard, Deirdre C., *Ipswich*
Miller, David R., *Byfield*

Mooney, Kimberly J., *Topsfield*
Morse, Christopher R., *Swampscott*
Nesbit, Timothy, *Manchester*
Nevins, Marc L., *Peabody*
Pelletier, Suzanne, *Andover*
Penachio, Kim M., *Revere*
Pollock, Anne W., *Manchester*
Proulx, Monique M., *West Boxford*
Quinn, Carey H., *Boxford*
Russell, Thomas E., *Duxbury*
Rybicki, Karen A., *Byfield*
Seward, Lindsay H., *Beverly Farms*
Sheffield, Marie B., *Middletown, Rhode Island*
Studley, Robert H., Jr., *Boxford*
Sweeney, William J., *North Tewksbury*
Taft, Gene A., *Haverhill*
Tauro, Christopher M., *Marblehead*
Thomson, Mark D., *Moultonboro, New Hampshire*
Tucker, Karen L., *Acton*
von Jess, Thomas, *Acton*
Wallem, Susanne, *South Hampton, New Hampshire*
Waters, Deborah B., *South Hamilton*
Williams, D. Bennett, *Byfield*
Whynott, Amy G., *Lynnfield*

GOVERNOR DUMMER ALLIES

The Governor Dummer Allies is an organization of men and women whose purpose is to preserve and upbuild the historic institution, Governor Dummer Academy: to increase and extend its educational powers; and to foster interest in the school.

The Allies are made up of parents, faculty, and friends of the Academy who support and help the Academy in numerous ways. If the Drama Club needs new lighting, the Allies try to provide it; if a new club such as the Greenhouse Club wants to organize, the Allies start them off with pots and seeds; and if a student finds his or her family is suddenly in financial distress midway through the school year, the Allies try to provide funds to keep that student in school.



TRAVEL INSTRUCTIONS

The Academy is readily accessible by automobile. U.S. Route No. 1 passes the edge of campus 35 miles north of Boston, three miles north of the intersection of state Route No. 133 with U.S. Route No. 1, and five miles south of Newburyport. Visitors who arrive via Interstate Route No. 95 in Byfield, the school mailing address, find themselves with 2½ miles of country roads (and five forks) to traverse in order to reach the school. Appropriate signs hopefully make this possible, but U.S. Route No. 1 is much easier. Buses between Boston and Portland, Maine, stop in Newburyport. Logan International Airport at Boston is the nearest airport handling commercial planes. Private planes may most conveniently land at Beverly or Lawrence.

TELEPHONE

The school is served by the Newburyport, Massachusetts, telephone exchange. The number is (617) 462-6643.

GOVERNOR
DUMMER
ACADEMY
FOUNDED 1763

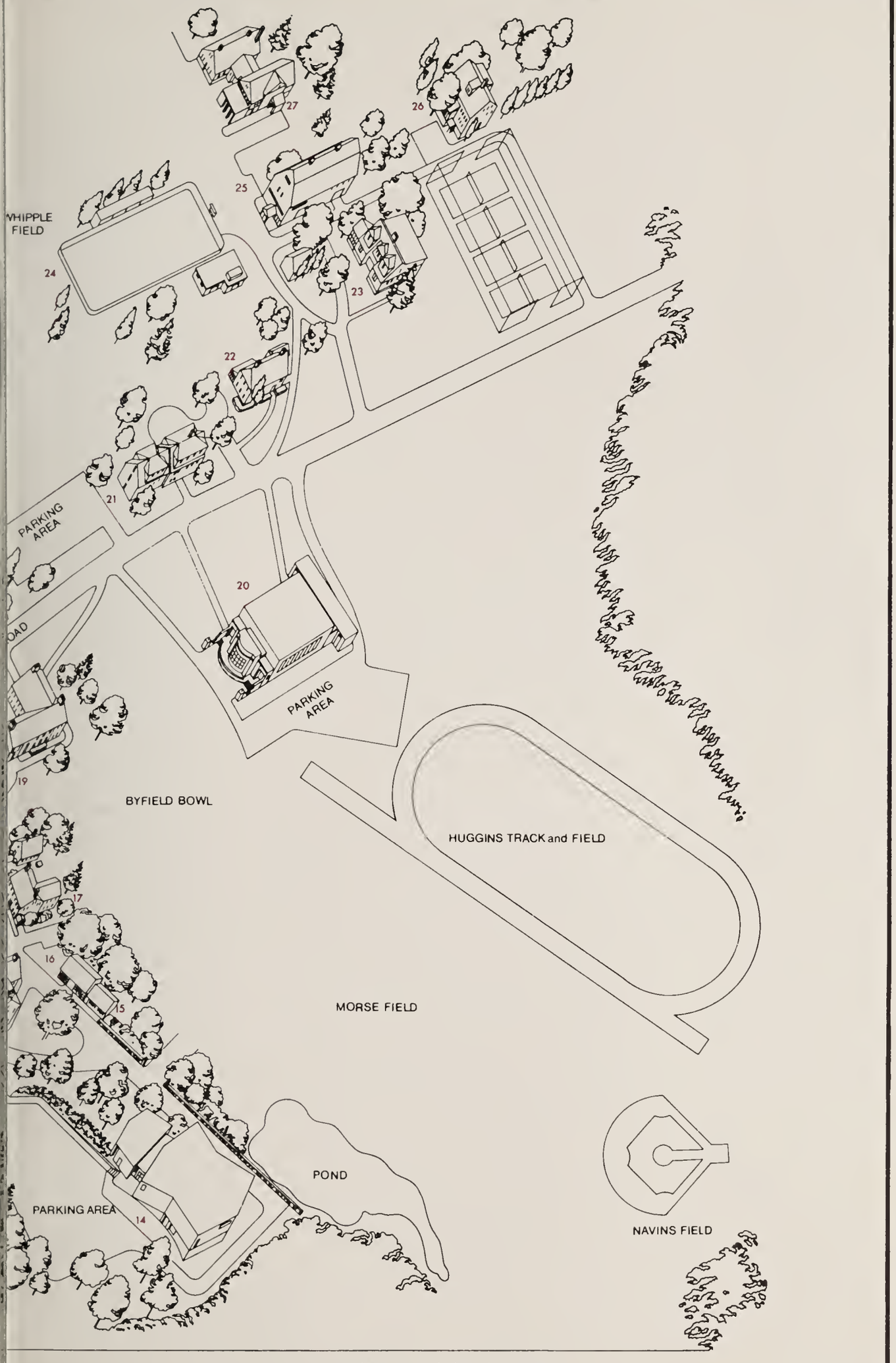
GOVERNOR DUMMER ACADEMY

BYFIELD, MASSACHUSETTS

Established 1763

LEGEND

1. French Student Union
2. Ingham House
3. Eames House
4. Parsons Schoolhouse
5. Commons
6. Mansion House
7. Duncan House (Infirmary)
8. Mason Cottage
9. Noyes Library
10. Schumann Science Center
11. Peirce Hall
12. Phillips Building - Admissions
13. Moseley Chapel
14. Thompson Arts Center
15. Music Studio
16. Stone Garage
17. Moody House
18. Little Red Schoolhouse
19. Frost Building
20. Alumni Gymnasium
21. Perkins Hall
22. Boynton House
23. The Cottage
24. Frost Rink
25. The Barn
26. The Farmhouse
27. Maintenance Shops


WHIPPLE FIELD
24
25
26
27
23
22
21
PARKING AREA
20
PARKING AREA
19
BYFIELD BOWL
HUGGINS TRACK and FIELD
17
16
15
MORSE FIELD
POND
PARKING AREA
14
NAVINS FIELD
NEWBURYPORT ⟶ (North) 5 MILES

BYFIELD, MASSACHUSETTS 01922